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A Status Study of Educational Media Services in the Public Four-Year Institutions of Higher Education in Louisiana.

Susan Hall Bannon

Louisiana State University and Agricultural & Mechanical College

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A STATUS STUDY OF EDUCATIONAL MEDIA SERVICES
IN THE PUBLIC FOUR-YEAR INSTITUTIONS OF
HIGHER EDUCATION IN LOUISIANA.

THE LOUISIANA STATE UNIVERSITY AND
AGRICULTURAL AND MECHANICAL COL., ED.D., 1979

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A STATUS STUDY OF EDUCATIONAL MEDIA SERVICES
IN THE PUBLIC FOUR-YEAR INSTITUTIONS OF
HIGHER EDUCATION IN LOUISIANA

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of

Doctor of Education

in

The Interdepartmental Program of Education

by

Susan Hall Bannon

B.S., Auburn University, 1971

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ABSTRACT

The purposes of this study were (1) to determine the present status of educational media services in the public four-year institutions of higher education in Louisiana; (2) to compare the levels of adequacy of educational media services as perceived by the educational media directors; and (3) to identify emerging trends of educational media services within higher education in Louisiana.

To obtain the data for this study, a descriptive survey instrument was developed. Information concerning the staff, budget, educational media services, physical facilities, non-print materials collections, and audiovisual equipment was sought from the educational media director at thirteen public universities. Responses were received from all thirteen public four-year institutions of higher education in Louisiana.

Data gathered by the survey were tabulated to present two profiles: (1) a state profile depicting the educational media services and (2) a profile of the individual university educational media services. Statistical results of each survey item were noted, and coded names of the responding media centers were entered beside each survey item.

A discussion format was utilized to present the information on the current status of educational media services in Louisiana's public universities and to compare the levels of adequacy of the media services. Observations and recommendations were based upon an evaluation of the data and upon comparisons with the concepts for media services in higher education as found in the literature review. No attempt was made to

evaluate the educational media service programs in the thirteen public four-year institutions of higher education in Louisiana.

The trend in Louisiana's public universities was to provide basic audiovisual equipment and materials and facilities for production of instructional materials. Each university had an educational media director or person in charge of educational media services. Most of the universities maintained campus wide media centers.

Most of the media directors believed their media center staff and physical facilities were adequate for present purposes. Areas found to be inadequate were budgets, non-print material collections, and audiovisual equipment.

Two recommendations from this study were: (1) that a study be conducted to determine the adequacy of the educational media services in Louisiana's public universities as perceived by the faculty and administrators of these universities and (2) that the educational media directors for all thirteen public universities in Louisiana develop criteria for educational media services for Louisiana higher education.

Chapter 1

INTRODUCTION

After conducting a study of instructional technology in higher education, the Carnegie Commission (1972:46) reported:

Because expanding technology will extend higher learning to large numbers of people who have been unable to take advantage of it in the past, because it will provide instruction in forms that will be more effective than conventional instruction for some learners in some subjects, because it will be more effective for all learners and many teachers under many circumstances, and because it will significantly reduce costs of higher education in the long run, its early advancement should be encouraged by the adequate commitment of colleges and universities to its utilization and development and by adequate support from governmental and other agencies concerned with the advancement of higher learning.

The Carnegie Commission (1972) further reported that the identifiable instructional technology in use on college campuses in 1972 will be in general use by colleges and universities by the year 2000. Pula and Goff (1972) wrote that there was a time that educators did not accept the new technologies; however, many educators had begun to accept the use of educational media in the learning process. In an article on technological horizons in education, Tyler (1978:65) stated that "new technologies have been developed which have great potential for use in education, especially as aids to teachers."

New learning resources or "new media" for higher education appeared since World War II. Closed-circuit television first gained acceptance on college campuses. Following closely were language laboratories, programmed learning, self-instructional laboratories, and computer-assisted

instruction (Merrill and Drob, 1977). Educational media services on many college and university campuses have become known by such names as the following: Audiovisual Center, Instructional Materials Center, Instructional Resources Center, Instructional Services Center, and Learning Resources Center.

Harclerod (1964) stated that as educational media services in higher education grew, similar services were common among colleges and universities. These common audiovisual services as noted by Harclerod were (1) collection and distribution of projection and sound materials; (2) provision of delivery service of equipment and materials to designated classroom; (3) provision of operator for equipment; and (4) transmission of audiovisual experiences to classrooms through mechanical or electrical means.

Paralleling the growth of educational media services in higher education was the increasing number of students enrolled in higher education. In 1900, the number of persons enrolled in institutions of higher education in the United States barely exceeded 115,000. During the ten-year period, 1965 to 1975, college and university enrollments increased from 5.9 million to 11.2 million. Enrollments in tax-supported colleges and universities have been projected to increase slightly during the late 1970's. These increased figures reflected the growing numbers of ethnic minority, economically disadvantaged, female, part-time students and older adults attending institutions of higher education (Yearbook of Higher Education, 1978).

Meierhenry (1976) projected that during the decade 1980 to 1990, the numbers of older adults and part-time students enrolled in colleges

and universities will continue to increase. He stated that this shift in the type of student taking college courses will call for new approaches to and new technologies used in college teaching.

College students today have been surrounded by audio and visual images of television, motion pictures, radios, high fidelity recordings, excellently printed magazines and books. Also, students in higher education have become critical of traditional methods of instruction and rigid lecture-discussion classroom procedures. Carpenter (1968:4) concluded that "the work of universities . . . cannot be done fully and well by traditional educational operations, methods, and procedures." "One of the greatest problems facing institutions of higher education today is that of preparing students for a world that will be existing in an entirely different form when they are responsible adults" (Ellison, 1973:5).

Concern for cost effectiveness and accountability of educational media in higher education was noted by Harclerod:

In this context of conceptual growth and increased public demands audiovisual services are increasingly being considered an essential part of instructional service in higher education (1964:25).

Meierhenry (1976) stated that the concern for efficiency and accountability of educational media could focus on greater and better use of instructional resources by colleges and universities.

Educational media services have become a direct concern to higher education. Many colleges and universities have organized departments which provide faculty, students, and staff services relating to media selection, production, distribution, and purchase. These media departments have become a part of the total program of colleges and universities.

Inherent with the development of educational media services in higher education came the need for assessment and evaluation of these media services. A review of the literature revealed that evaluative research of educational media services in higher education have been conducted in other states, but that none had been conducted in Louisiana. There was a need to conduct a survey study to provide information relative to the current status of the educational media services in the public four-year institutions of higher education in Louisiana.

The Problem

Statement of the Problem

The purposes of this study were (1) to determine the present status of educational media services in the public four-year institutions of higher education in Louisiana; (2) to compare levels of adequacy of educational media services as perceived by educational media directors; and (3) to identify any emerging trends of educational media services within higher education in Louisiana.

Delimitation of the Study

This study was limited to a survey designed to gather information representing the present status of educational media services at the public four-year institutions in Louisiana. There were thirteen four-year institutions of higher education publicly supported by the State of Louisiana at the time of this study.

Significance of the Study

With the continuing development of newer and more effective means of communicating with students, colleges and universities have

been expected to utilize these instructional technologies. Implementation and utilization of educational media in higher education have been dependent upon the attitudes taken by those institutions toward educational media services. In a study conducted on the utilization of instructional aids, Demerath and Daniels found that:

. . . the enthusiasm and competence of the director of audio-visual resources and the quality of the audio-visual staff seemed to be quite important in inducing faculty to make use of technology (1973:37).

What guidelines and recommendations have institutions of higher education used to establish educational media services? In 1972, the Association of College and Research Libraries, American Association of Community and Junior Colleges, and Association for Educational Communications and Technology jointly approved Guidelines for Two-Year College Learning Resources Programs. These guidelines were diagnostic and descriptive in nature and gave direction to two-year colleges for the development of educational media services. In 1965, the Department of Audiovisual Instruction of the National Education Association and the Association of Chief State School Audio-Visual Officers adopted Quantitative Standards for Audiovisual Personnel, Equipment and Materials (In Elementary, Secondary, and Higher Education), which were developed by Faris and Sherman (1965). This writer found no guidelines or recommendations for media services in four-year colleges and universities approved by the Association of College and Research Libraries or Association for Educational Communications and Technology.

This study was conceived to provide information concerning the current status of the educational media services in the public four-year institutions of higher education in Louisiana. To date, no descriptive

research had been conducted to determine the status of these services. The purpose of this study was to provide quantitative and descriptive data which could be used for guidance in the development of educational media services in Louisiana's public universities.

Theoretical Framework

Definition of Terms

Educational media, instructional resources, instructional technology, learning resources. The use of any one of these terms referred to all non-book materials traditionally referred to as audiovisual aids and the equipment required for their use, hereinafter referred to as educational media.

Educational media director, head of audiovisual services, media director. The person designated as responsible for the educational media services at the individual university, hereinafter referred to as educational media director.

Educational media services. The equipment, production, utilization, inservice and other services furnished to the faculty, staff, and students of the university by the media specialist.

Assumptions

The basic assumptions of this study were:

1. Accurate data about the educational media services in the public four-year institutions of higher education in Louisiana could be obtained by valid data-gathering techniques.

2. The adequacy of the educational media services in higher education in Louisiana could be determined by the director of these media services.

3. That emerging trends in educational media services in Louisiana's four-year public institutions of higher education existed and could be identified.

Source and Treatment of Data

Source of Data

In this study, the descriptive survey method was used to gather data, to assess the existing status, to compare levels of adequacy, and to identify any emerging trends in the educational media services in the public four-year institutions of higher education in Louisiana. To accomplish the purposes of this study, information was solicited from the educational media director or person in charge of educational media services at the thirteen public Louisiana universities (see Appendix A).

Information was gathered by means of a questionnaire (see Appendix B). The questionnaire, based on the Alabama Junior College Learning Resource Center Survey formulated by Buchanan (1978), was revised and validated by Cecil I. Garrison, Chairman, Department of Educational Media/Library Science, University of Central Arkansas, Conway, Arkansas; Charlie W. Roberts, Jr., Director, Instructional Resources Center, Louisiana State University, Baton Rouge, Louisiana; and C. Dan Wright, Director, Learning Resources Center, Auburn University, Auburn, Alabama. Thirteen questionnaires were distributed in October, 1978; thirteen responses were returned to the investigator. As a result, the total response was 100 percent.

The description of the current status of the educational media services in Louisiana's public universities was based on a survey of the following areas:

- Institution (General Information)
- Range of Philosophy of the Educational Media Services
- Staff
- Budget
- Collection of Educational Media Materials
- Educational Media Services
- Physical Facilities
- Automation
- Collection of Audiovisual Equipment
- Lecture Halls
- Dial Access Information Retrieval Systems
- Television

Treatment of the Data

Information submitted by the respondents to the questionnaire was hand-tabulated. From this data two profiles were developed of the thirteen Louisiana universities surveyed: (1) a state profile depicting the educational media services and (2) a profile of the individual university educational media services.

To depict the data obtained by this study, a tabular form was utilized. A discussion format was used to denote the levels of adequacy, strengths and weaknesses, and to present any emerging trends of the educational media services.

Recommendations and observations were based upon an evaluation of the data obtained in the study and upon comparisons with the concepts of educational media services for higher education as found in the literature review. No attempt was made to evaluate the educational media service programs in the thirteen four-year public institutions of higher education in Louisiana.

Chapter 2

REVIEW OF RELATED LITERATURE

In surveying the literature, an attempt was made to synthesize those readings and research studies to help explain the theoretical basis of this study. The review of literature was related to the broad area of educational media services, particularly at the college and university level.

Growth and Development of Media Services in Higher Education

For many centuries colleges and universities have used learning resources. Books have been the traditional aid to learning; and the chalkboard has virtually become the universal symbol of the classroom. In 330 B.C., Aristotle used the camera obscura to help his students at the lyceum. An early type of slide projector, the magic lantern, was used in German universities in the late nineteenth century (Merrill and Drob, 1977).

In the United States, the growth and development of educational media began in the early 1920's and was traced to the present. During this span of time there have been dramatic changes in education and approaches to learning as a result of an industrial and technological revolution and an information explosion.

McBeath (1972) cited James D. Finn's outline of the three periods of modern growth and development of instructional technology as follows:

1. Beginning Period, 1920 to 1955;
2. Transitional Period, 1955 to 1965; and
3. Modern Period, 1965 to present.

Finn stated that during the beginning period of instructional technology "the whole conventional arsenal of audiovisual devices and materials was developed - films, filmstrips, recording devices, etc." (McBeath, 1972: 89). Also, during the period of time 1920 to 1955, teachers were introduced to still cameras, photographs, slides, record players and records, typewriters, duplicating machines, radios, and motion pictures (Gillet, 1973).

Finn considered the period 1955 to 1965, transitional and "embracing near its beginnings television, the language laboratory, and teaching machines and programmed learning" (McBeath, 1972:89). Finn further noted that as the decade ended there had been developments in the use of 8mm sound film, test-scoring equipment, multi-color presentations and computers (McBeath, 1972).

The period of time beginning around 1965 and extending into the present was designated by Finn as the period of modern development in instructional technology. Such developments as satellite communications, information storage systems, and adaptations of such devices as the optical laser were foreseen by Finn (McBeath, 1972).

Within colleges and universities the "first organization of visual education . . . appeared in conjunction with extension divisions formed in the early 1900's" (Merrill and Drob, 1977:16). Brown and others (1972) noted that in 1910, the Bureau of Visual Instruction was established as an extension department of the University of Texas and that by 1914 five other

universities in the United States had established similar departments, all existing as extension departments.

In a written history of instructional technology, Saettler (1968) stated that the postwar trend for college and university audiovisual centers was to establish a centralized organization to provide educational media services. Allen (1974) reported that since World War II many universities have established separate educational media departments with the concept that instructors should be supplied with instructional materials and equipment.

With the organization and development of instructional technology in higher education came the challenge of acceptance of the "new media." Torkelson (1968) indicated that the use of "audiovisual aids" had advanced from the use of a chalkboard to the use of the term "media" and that the latter term was being replaced for a more acceptable term, "instructional technology," which includes media as well as technological support systems.

Several authors have noted the resistance to accept instructional technology in education. After interviewing teachers and administrators concerning the place of instructional technology in higher education, Demerath and Daniels (1973:39) reported the following views:

. . . there are those who are simply unaware of educational technology and have no idea how to begin to use any part of it. Second, there are the faculty who are hostile and opposed to technology and think that no matter what instructional technology may offer, they can do it better.

Placing part of the blame for new technology failing to penetrate education upon the educational system, Hooper (1969) suggested that the educational system is inert, resistant to change, and offers few incentives for teachers to change their teaching methods. Miller (1971) wrote

that because our colleges and universities are embedded into a larger society and have rarely changed according to their own plans; colleges and universities have resisted the acceptance of educational innovations. Edgar Dale said that the "college professor rejects the new media as a threat to his academic privacy and autonomy" (Norberg, 1963:14).

The use of educational media has become a direct concern to higher education. Allen (1974) claimed that educational media developments in higher education have not reached their full potential. Merrill and Drob (1977) have stated that instructional resources will continue to expand in use in institutions of higher learning.

Related Research Studies

Swartout (1951) conducted a study of the organization and administration of educational media service agencies in ten selected universities. He identified four patterns of administrative organization for media services in colleges and universities as audiovisual centers (1) within university extensions; (2) within colleges of education; (3) within university libraries; and (4) as separate units with lines of responsibility to the administration of the institution.

Among Swartout's findings were the following:

- Audio-visual materials are being used more frequently in higher education, but they must be used still more and more effectively.
- Of the four types, the organization with the most direct line to top university administration seems to be the most strategically and logically located.
- A trend toward centralizing the administration of equipment and expensive audio-visual materials was noted.
- Less expensive equipment was centrally administered but decentralized according to use (Swartout, 1951:292-293).

In a study to discover and describe the administrative patterns for media services in selected teachers' colleges in the United States, Wait (1953) found that the most common administrative practice was to house the educational media services in the education department with some lines of authority from the president's office. Some of Wait's conclusions were as follows:

- A desire for an audio-visual program by the college administration and leadership on the part of those in charge of the programs are essential.
- Direct appropriation to the audio-visual center through an approved college budget supplemented by cooperative arrangements for sharing materials and/or off-campus charges seem to be the most effective means of supporting such programs.
- Audio-visual programs in teachers' colleges can improve by establishing better accounting systems, acquiring a competent staff, further developing in-service and pre-service training, and expanding production and utilization services on campus (Wait, 1953:108).

Wait recommended that teachers' colleges develop a program of media services to meet the local demands for educational media production and utilization. He also suggested that the media programs in teachers' colleges should be organized as separate administrative units with separate budgets.

Wiley (1956) studied the value of operating a university audio-visual center by combining the activities of production, materials, and professional education. From his survey, Wiley found the following six advantages: (1) expanded teaching staff; (2) presence of production experts; (3) more complete physical facilities; (4) possibility of increasing prestige of college faculty by having faculty serve as educational authors and consultants; (5) prestige value for institution; and (6) better audiovisual service in relation to the cost of the program.

Swiger (1968) investigated the administrative structures for media services functioning in higher education in the United States and in the territories of the United States. He distributed questionnaires to 2,252 colleges and universities and received 1,149 responses. Swiger found that a majority of these institutions of higher education had established educational media services. The three most frequently provided media services were (1) the scheduling of instructional materials and equipment; (2) informing the faculty concerning new media materials and equipment; and (3) maintaining a file of source information for new materials.

Lambert (1970) attempted to determine the status of media services in colleges, schools, and departments of education approved for teacher education in Florida. Another purpose of this study was to determine the extent of commitment on the part of the institution to the use of media. Lambert found that the tax-supported institutions possessed a more highly developed educational media service program than did private institutions. Also, Lambert's study revealed that a commitment to educational media services by those institutions surveyed had exceeded the implementation of a media services program.

Sanner (1971) attempted to assess the adequacy of the educational media programs of the California State colleges. Sanner sought both media director and faculty opinions of the educational media services in these colleges. Two of Sanner's findings were related to this study:

1. The identified, inadequate educational media program characteristics of the California State colleges can be the bases for improving the educational media programs of each college.

2. The identified, adequate educational media program characteristics of the California State colleges might be used

as guidelines for improving the educational media programs of each college (Sanner, 1971:143).

Among Sanner's recommendations was that a greater emphasis and effort be made to inform the California State college faculties concerning the educational media services on their respective campus and about educational media in general.

A study to evaluate the educational media programs in the universities and colleges of Oklahoma was conducted by Allen (1972). From the data collected after surveying the presidents and administrators of forty institutions of higher education in Oklahoma, Allen concluded that many of these institutions did not regard educational media services as an integral part of the instructional program and were not providing the necessary support in terms of physical facilities, budgets, and personnel. Another conclusion made by Allen was that media utilization and inservice education were not generally provided to the instructors and faculty. Allen claimed that there was evidence to support the conclusion that if those institutions which had weak media service programs had a stronger commitment by the administration of the institutions, then those media service programs could be stronger.

Edgerton (1972) undertook a study to provide a rationalization for centralizing the educational media services at Norfolk State College in Norfolk, Virginia. Information gathered from the participants in his study showed that the respondents preferred a centralized educational media services program, more faculty and student participation in the selection of educational media materials and equipment, and an easy access for students to all media on the campus. Edgerton recommended that the institution establish a philosophy and clearly defined policies for maintaining an educational media services program.

Farris (1973) studied the quality and functions of educational media services in higher education in Arkansas. Surveys were distributed to administrators, media center directors, and a random sample of faculty members at each of the institutions included in the study. Some of Farris's recommendations were related to this study:

1. That the chief academic officer give additional support to the educational media director through increased appropriations and raised priorities in academic affairs.
2. That the administrators and media personnel endeavor to serve instructional needs of faculty in a more constructive manner.
3. That the four-year institutions' educational media director's immediate supervisor be the chief academic officer.
4. That consultative services in media utilization be high in the order of educational media priorities.
5. That the educational media staff should be closely involved with other staff members in curricular planning.
6. That studies be made on each campus to determine the percentage of total institutional budget allocated for educational media purposes (Farris, 1973:126-130).

To determine the adequacy of educational media services in eight universities of the midwestern United States, Graf (1976) queried the faculty, departmental chairmen, and media directors of these institutions. He found that most of these universities were providing educational media services which were perceived as adequate by the respondents to the study. The aspect of local production of instructional materials was perceived by those surveyed as being the most adequate element of the educational media service programs. Graf also found that the most inadequate element of the educational media service program was the provision for budgeting media services.

Four studies were conducted concerning faculty utilization of media in higher education. Some of the findings of these similar studies were of significance to this study. Stepp (1960) found from a survey of the utilization of instructional materials and the supportive role of educational media services provided by twelve institutions that most of these institutions did not have sufficient personnel or budget to provide media materials and services. In a study to determine the factors relating to media utilization in higher education, Stephens (1971) found that a lack of available audiovisual services and an inefficient circulation of equipment and materials were deterrents to media use by faculty.

Another study to identify deterrents to media utilization by college faculty was conducted by Rohrlick (1972). He determined that inadequate media facilities, budgets, and a lack of appropriate media materials were factors which impeded media use as perceived by faculty. Colby (1973) assessed specific media utilization and the management of media services in higher education and found that the significant contributions that educational media make to higher education were determined by how the institution chose to utilize and manage media for instruction and service.

Thornton and Brown first studied the development of "new media" in higher education in 1963, and after a follow-up study in 1968, they reported ". . . in a period of only four years . . . there is undeniable expansion in the thoughtful application of previously reported new media to instruction" (Thornton and Brown, 1968:20). Also noted in the latter study was that audiovisual services had tended to become instructional resources centers with services devised to help faculty members utilize

educational media. Thornton and Brown (1968) observed that there still existed in higher education inadequate physical facilities for the utilization of media and recommended that institutions be committed to providing adequate capital investment in physical space, time, and staff for assisting instructors in developing media materials and in operating technical equipment.

Concepts of Educational Media Services in Higher Education

Toulouse (1954) stated that somewhere on each college campus some person or department must care for the audiovisual materials such as films, filmstrips, recordings, slides, and other aids, and that these instructional aids must be made available to the faculty. Toulouse further remarked that if the faculty could make a request to some department for certain equipment needs, then the faculty would be more likely to use audiovisual equipment.

In a report of the Seventh Lake Okoboji Audio-Visual Leadership Conference, the following administrative principles for organizing a media program in a college or university were presented:

- The Director of Educational Media in a college or university shall hold academic rank. His position shall be that of a director or associate dean directly under the dean of instruction, or the administrative official responsible for instruction in the college or university as a whole.

- Location of the educational media program in the college or university structure should be such as to provide services to all departments of the college or university on an equal basis. For administrative purposes this location should be in an all-university division or directly under the central administration.

- Campus services are an integral part of the educational media program in a college or university. The program of

campus services should be organized and administered by the individual responsible for the instructional program in educational media (State University of Iowa and Department of Audiovisual Instruction, National Education Association, 1961:29-30).

Mayhew (1967) stated that some college campuses have educational media centers in which learning resources had been stored for immediate recall through electronic means by faculty and students. He stated that with the push of a button, a faculty member could bring audiovisual experiences directly to the classroom from a campus media center.

In summarizing the organization of media services at San Jose State College, San Jose, California, Lewis (1963) stated that the purpose of the campus media center was to provide educational media services for the support and improvement of instruction within the institution. Some of the audiovisual services provided by the media center according to Lewis were (1) provision of instructional materials, equipment, and room facilities; (2) production of instructional materials when commercial resources are not available; (3) consultation with college faculty and students concerning educational media needs; and (4) circulation and maintenance of audiovisual equipment.

Mitchell (1965) developed some evaluative criteria for the operation of a college media center. Among the factors he considered essential to the effective operation of a media center in higher education were (1) that the media center be placed under separate administration responsible to the institution's administration; (2) that the center provide facilities for consultant services, preview services, materials and equipment pick-up and delivery services, inservice training, and production services; and (3) that the media director devote full time to the operation of the media center.

Martin (1968) stated that the function generally ascribed to a college or university media center included an equipment depository and production services. Some other media services provided by the media center, according to Martin, were language laboratories, television production, dial-access information retrieval systems, and computer assisted instruction.

Fulton (1970) developed an evaluative checklist for college and university media programs. In the criteria for educational media services in higher education, Fulton recommended:

- An institution should have a program of media services administered through an educational media center.

- The educational media center should be a separate service unit that operates at the same level as other major institutional services.

- An institution should have clearly defined policies, procedures, and plans for its educational media program including short range and long range goals.

- There should be a sufficient number of professional media staff members to administer the educational media program and to provide consultative services to an institution's entire faculty.

- The educational media center should provide such media services as procurement, maintenance, and production of appropriate educational media to support the instructional program.

- Financing the educational media program should be based on both the institution's long-range goals and immediate educational needs.

- The educational media program should be directed by a well-qualified full-time media specialist who is provided with sufficient professional, clerical, and technical staff to provide adequate media services to all instructional programs (Fulton, 1970:3-11).

In a paper delivered to the National Association of Educational Broadcasters, Humphrey (1971) referred to the increasing availability of

media services such as audiovisual services, language laboratories, and television studios found within higher education in the United States. He stated that many colleges and universities had formed media centers to provide support for instructional improvement; to provide communication services for research, continuing education, student services, and general administration; and to provide a laboratory environment to support communications media programs in the field of education. Humphrey remarked that professional personnel, instructional materials and equipment, facilities, and financial support were resources needed to make the use of communications technology available to college administration, faculty, and students.

The literature of educational media administration presented the desirability of "organizing and developing instructional media services under specialized, centralized leadership, working coordinately with other curriculum staff, equipment, materials, and facilities" (Erickson, 1968:22). Erickson also recommended that the university media center director be placed at the highest possible point in the administrative hierarchy to permit him/her to work with other campus leaders.

Another source on the administration of educational media listed some typical functions of media services in higher education as:

- Participation in (but not full responsibility for) the design of instructional systems.
- Circulation of printed materials, involving the use of modern information storage and retrieval systems.
- Circulation of motion pictures and other audio-visual materials and equipment for on-campus instructional purposes.
- Customized production of instructional materials such as motion pictures, graphics, and photographic materials.

- Provision of services and facilities for large-group instruction, including open- and closed-circuit television and special classrooms designed for use by groups of varying size and equipped for the use of various media or for multimedia presentations.

- Provision of language laboratories and other electronic teaching or learning facilities for independent study and automated instruction.

- Technical services such as the design, installation, maintenance, and operation of instructional equipment.

- Inservice education and dissemination of information regarding instructional media developments, techniques, and research findings (Brown, Norberg, and Srygley, 1972:102-103).

Some advantages for establishing an educational media center in higher education were presented by Merrill and Drob (1977). They indicated that institutions could realize financial savings by organizing a central physical facility for media services which could be shared by several college departments. Merrill and Drob preferred an operating pool for equipment and stated that a central media service could schedule a high level of use for each equipment item as well as for repair and maintenance of each item, thus obtaining an equipment savings for the institution.

Another advantage presented by Merrill and Drob was the improvement of college instruction. They stated that media centers would be staffed with professional media personnel who would be knowledgeable concerning utilization of media in instruction and thus could work with faculty members to make their teaching more effective.

Merrill and Drob surveyed the nine campuses of the University of California to determine the organization for media services on each campus. They found that none of the media centers were organized in exactly the same manner and that each campus had organized media services

to meet the needs and demands for such services on that particular campus. Thus, Merrill and Drob concluded "each campus should have the flexibility to tailor the center's internal organizational structure to correspond with its unique requirements" (1977:40). They recommended that the management of learning resources for higher education be concerned with (1) providing services such as production and instructional development and (2) placing the media director under the administration of the chief academic officer on the campus.

A search of the literature revealed that others have favored centralization of media services on college campuses. The Carnegie Commission on Higher Education (1972) reported that with the new technology in higher education, some agency on each campus would have to provide instructional equipment and materials and to assist in the development of instructional programs.

In discussing why educational media had failed to demonstrate a significant impact on college campuses, Hooper (1969) and Meierhenry (1976) cited fractionation of media resources as a primary causal factor. Pointing out those instances wherein radio and television facilities may be under the direction of the communications department, photography under art or journalism, and motion picture libraries in various extension divisions, Meierhenry (1976:36) concluded "that on any one campus, several aspects of technology can be found, but they are not integrated or coordinated, nor are they oriented toward instruction."

Riecks (1976:69) stated that "the centralization of media services is the most logical method of providing the interrelation of media support elements while making optimum use of available resources." He cited advantages for the integration and centralization of media services in

higher education as (1) optimum utilization of educational media resources; (2) standardization of equipment; (3) provision of more services than could be supported by any one department; and (4) provision for greater impact on the academic program.

The provision of educational media equipment and materials has been a concern of administrators of media service for higher education. Margoles (1969) emphasized the important role a university administration plays in meeting the challenge for instructional change by providing educational media and by encouraging faculty to adapt media to their instructional needs. Allen (1974) stated that there was evidence to support the conclusion that the contribution which educational media makes to university or college instruction is determined by the extent to which educational media are provided to and utilized by faculty and students. King and others (1977) maintained that quantitative standards for instructional materials and equipment are quite inappropriate at the college and university level. They pointed to the fact that college curricula are universally non-standardized and that college instructors exercise academic freedom in the design of instruction. Therefore, King and others recommended that the selection of instructional materials and equipment be made by each campus.

Colleges and universities had included production services such as graphic materials, photographic materials and television productions in the organization of media services. Cochran (1961:505) wrote that "relatively few projected audiovisual materials have been produced for college use thus a distribution center on a college campus without production facilities is inadequate." Curl (1977) indicated that educational media production services in higher education serve (1) faculty

members for academic instruction; (2) students for class projects; (3) media center personnel for faculty inservice training and workshops; and (4) administrators and public relations staff for presentations both on and off campus. Writing about the administrative and organizational factors needed to establish university production facilities, Schuller (1971) mentioned (1) that the climate of a college or university should encourage innovations and instructional improvement; (2) that the media center staff should stimulate interest and competence in faculty use of media; and (3) that production facilities should be included in a central organization of instructional services.

Two other services found to be provided by media centers in higher education were consultative services and inservice information. Sherman and Schwen (1977) noted that college media center personnel use special consultative services in planning instructional development with faculty. Jwaideh (1977) maintained that a very important role of a college or university media center staff is the dissemination of information to faculty and students concerning the utilization of media in instruction as well as the utilization of educational media research findings.

Financing of media services has been mentioned previously in this literature review. Brong (1977) stated that generally media programs in universities are funded by one or more of three ways: (1) by direct appropriation from the institution; (2) by direct self-support from payment for services provided to faculty and departments served; and (3) by a combination of direct appropriation and self-support funding. He stated that the combination of direct appropriation and self-support funding is very common among the budgeting practices for media services in higher education.

Some innovations in higher education media services were noted by Schramm (1977). He stated that many universities in the United States were utilizing media to extend their instruction beyond the campus. One example was found at Stanford University where the use of a low-cost high frequency television transmission carried engineering classes to nearby industries. Each receiving group had a chalkboard, television monitor, and telephone connection which allowed the students to communicate with the teacher. At the University of Illinois a large number of self-instructional courses have been placed on a computer. This computer instructional system, called "Plato," has permitted dialogue between the student and the computer programs.

Summary

The review of literature focused on (1) the growth and development of educational media in higher education; (2) a review of the research efforts related to this study; and (3) the concept of educational media services in higher education.

Audiovisual services were found in extension divisions in colleges and universities in the United States in the early 1900's. Since World War II many universities have established separate educational media service departments to provide instructional materials and equipment.

A review of related research efforts noted that many colleges and universities were providing educational media services. Most of these studies were conducted to determine the adequacy of educational media services in higher education. These research findings identified some limitations of college and university media services as (1) a lack of

commitment by institutions of higher education to support media services; (2) inadequate budgets for media service programs; (3) insufficient personnel to administer media services; (4) insufficient instructional materials and equipment for utilization; (5) inadequate media facilities; and (6) a failure to provide inservice training.

The survey of the literature did reveal some concepts for organizing and administering educational media services at the college or university level. Some of the administrative principles found were (1) that media programs should be an integral part of the institution's program; (2) that a central location for media services is advised; (3) that the media center director report to the highest academic officer; and (4) that adequate budgets, personnel, facilities, and materials be provided for production services, instructional development, consultative services, and inservice training.

Chapter 3

PRESENTATION AND ANALYSIS OF DATA

In Chapter 2, information was presented which showed that the concept of providing educational media services in higher education had grown rapidly since World War II. Part of the growth in the numbers of educational media centers in colleges and universities was attributed to increased faculty, student, and administrative interest in utilizing media in academic instruction (Merrill and Drob, 1977).

Because institutions of higher education vary widely in size, in subject matter of instruction, and in interests of students, no single set of approved guidelines for implementing educational media services in four-year institutions has been established (Merrill and Drob, 1977). The concepts for college and university educational media services as presented by authoritative sources found in the literature search were the bases for the comparison and analysis of data obtained in this study.

The primary objectives of this study were to determine the present status of educational media services in the public four-year institutions of higher education in Louisiana and to compare the levels of adequacy of educational media services as perceived by the educational media directors in the thirteen public universities.

To accomplish the objectives of this study, a survey instrument was revised by this investigator with permission granted by Buchanan (1978). A survey was sent to each educational media director or person in charge of educational media services at the public universities in

Louisiana. Responses were received from all thirteen institutions. The information provided by the educational media directors was tabulated to identify collective and individual profiles of educational media services in Louisiana's public universities. Statistical results of each survey item were noted with each item. Coded names of each educational media center were entered beside each survey item (see Appendix C).

A discussion of the detailed tabulation found in Appendix C is presented in this chapter. The areas for discussion are focused on information concerning the philosophy, staff, budget, collection, services, physical facilities, automation practices, audiovisual equipment and non-print materials, lecture halls, dial access information retrieval systems, and television systems found in each educational media center. A status profile of the educational media centers in the four-year public institutions of Louisiana was developed. There was no attempt to evaluate the specifics.

Description of Appendix C

The results of this study are represented in Appendix C. All thirteen institutions responded to the questionnaire; however, the number of responses varied according to the tabulations for each specific question. Thus, if the total number of responses to any survey item was not equal to the total number of institutions that responded to the survey, the interpretation was that only the institutions noted had responded to that particular survey item or question.

The total number of institutions responding to a check-response survey item was noted before the statement and a coded list of the

institutions responding was entered beside each response. If a Yes-No reply was requested, the total number of responses to each was entered before the response with a coded list of the institutions responding entered beside the response.

Tables were constructed for those sections of the survey which asked for numerical figures. Individual institution responses and grand totals were noted to present a profile.

To identify the institutions responding to the survey items, the following code was developed:

<u>Code</u>	<u>Name of University</u>
G.	Grambling State University
LSU.	Louisiana State University
LSU-S.	Louisiana State University - Shreveport
LT	Louisiana Tech University
MN	McNeese State University
NC	Nicholls State University
NE	Northeast Louisiana University
NW	Northwestern State University
SE	Southeastern Louisiana University
SO	Southern University
SO-N	Southern University - New Orleans
UNO.	University of New Orleans
USL.	University of Southwestern Louisiana

Institutions (General Information)

As shown in Table 2, all thirteen public Louisiana universities had organized educational media centers and had a director for the

educational media services on each campus. Information gathered from the survey indicated that the first educational media center established in a Louisiana public institution of higher education was founded at Grambling State University in 1949. Between 1967 and 1976, nine universities organized educational media services. Three respondents indicated that information concerning the organization date for educational media centers on their campuses was not available.

In the universities surveyed, student enrollments ranged from 1,001-5,000 to 15,001-27,500. Eight of Louisiana's thirteen public universities showed an enrollment of 5,001-15,000 at the time of this study. The number of Full Time Equivalent (FTE) faculty members in the institutions ranged from a low of 50 or less at one university to a high of 150 or more at ten universities. Two institutions responded that their faculty FTE count was 101-150 (see Table 3).

Range of Philosophy of Educational Media Services

Thirteen public universities in Louisiana included basic audio-visual equipment as part of their philosophies of educational media services. Six of the university educational media center directors noted that books and other printed materials were part of their media collections.

Evidence showed that eleven of the respondents followed the philosophy of providing facilities and materials for local production of instructional materials. Audio and video systems were noted as part of the equipment owned by a majority of the public universities in Louisiana.

Every public university educational media center in Louisiana had an educational media director at the time of this study. Five of the thirteen universities surveyed responded that an assistant media director was on their media center staff. Professional media personnel and technical assistants were found to be employed by six universities, and all of the thirteen universities noted that student assistants were included as a part of the media center personnel.

Only six universities extended the use of their educational media center facilities to the community. Three of the media centers allowed charge-out privileges for use of their media collections; eight media centers permitted in-building use of media collections. Students were allowed to rent educational media equipment and facilities at two universities. Eight media centers surveyed did provide educational media consultant services.

Staff

As mentioned in Chapter 2, a recommended concept for university educational media services was that the institution have a program of media services administered through an educational media center. Eight of the public universities in Louisiana provided for campus-wide media services from a centralized media center. Five of the universities provided media services from the College of Education. McNeese State University provided the basic educational media services from the College of Education but coordinated other media services for the campus. At the time of this study, Southeastern Louisiana University was building a campus-wide media center.

Data showed that each educational media center in Louisiana's public universities had an educational media director in charge of the media program. Ten of the educational media directors held doctorate degrees at the time of this survey. The remaining three educational media directors held master's degrees.

The chief administrator to which the educational media director reported varied among the universities (see Table 1). Within the five universities which provided media services from a College of Education, three media directors reported to the dean of the college, three reported to a department head in the College of Education, and one media director reported to the teacher education coordinator.

Three of the eight universities providing campus wide educational media services required that their media directors report directly to a vice president for academic affairs. Three other campus wide media directors reported to various academic deans. One university media director was responsible to the head librarian.

Professional media personnel had faculty rank in eleven universities and administrative rank in two universities.

Table 4, Appendix C, shows the size of the educational media center staff in each of the thirteen public universities in Louisiana. A recommendation for university media center personnel was that there should be a sufficient number of professional media staff members and clerical and technical staff to provide adequate media services (Fulton, 1970). Six of the thirteen universities surveyed in this study had 1-2 professional media personnel including the educational media center director on their media center staffs. Three university media center staffs had

employed 3-4 professional media personnel, and three media center staffs employed 5-6 professional media personnel. Seven or more professional media personnel were on the educational media center staff at one institution. A master's degree was required for the professional media personnel at eleven media centers. Also, eleven media center directors reported that their professional media personnel were eligible for tenure and had their salaries determined by a college salary schedule

Table 1

Chief Administrators to Which Educational Media
Directors in Louisiana's Public Universities
are Responsible

Title of Administrator	Number of Institutions
-----College of Education Media Center-----	
Dean, College of Education	3
Department Head, College of Education	1
Teacher Education Coordinator	<u>1</u>
Total	5
-----Campus Wide Educational Media Center-----	
Vice President, Academic Affairs	3
Vice President, University Relations	1
Dean, College of Arts	1
Dean, College of Education	1
Dean, General College	1
Head Librarian	<u>1</u>
Total	8

Supporting personnel of clerks, technicians, and stenographers were noted as part of the media center staff members. At five universities there were 1-2 supporting personnel, and five universities employed 3-6 supporting personnel. One media center director reported 7-10 clerks and technicians on the media center staff. Only two institution media directors checked that supporting personnel were not a part of the media staffs at their universities.

As mentioned previously, all media centers in the institutions of higher education in Louisiana utilized student assistants. The total hours students worked each week ranged from 15 or less at six universities to 106 or more at one university.

Budget

Most of the educational media centers in Louisiana's universities had budgets appropriated from the university at the beginning of the fiscal year. Only one media center had no budgeted funds but was provided with end-of-year funding. Federal funds were found to be a source of monies for five of Louisiana's university media centers. Ten educational media directors prepared the fiscal budget requests at their respective universities.

Nine educational media center directors replied that their educational media center budget was 1-2 percent of the total educational and general budget of the university. One educational media center budget was 3-4 percent; another budget was noted to be 5-6 percent; and one budget was determined to be 7-8 percent of the total university budget.

Expenditures for salaries, non-print materials, and audiovisual equipment are noted in Table 5, Appendix C. Salaries constituted the largest expenditure of six budgets. A salary percentage was calculated for each institution responding to the budget information included in the survey. The percentage of the educational media center budgets allocated for salaries ranged from 28.6 percent to 100 percent. Two university educational media centers allocated almost 50 percent of their budgets for salaries.

Ten university media center directors indicated that non-print materials were budgeted as supplies. Audiovisual equipment was budgeted as capital expenditures at seven universities; equipment was budgeted as operating expenses at seven universities. One university media center was noted to expend both capital and operating funds for audiovisual equipment.

Four university educational media directors replied that their budgets were adequate for the support of the college instructional program, and eight directors replied that their budgets were inadequate. One director indicated on the survey item that the media center budget at that institution was "wholly inadequate" to support the media services program provided at that institution.

Collection

Each Louisiana public university educational media center included non-print materials in their collections. Six media centers also had book materials as a part of their media collections.

The types of educational media materials in the collections found in the universities surveyed for the study are presented in Table 6,

Appendix C. Most of the educational media centers in Louisiana's public universities provided audio tapes, cassette and reel-to-reel; disc recordings; 16mm films; slides; and video tapes, cassette and reel-to-reel.

Table 7, Appendix C, represents the number of holdings of non-print materials found in the thirteen public universities in Louisiana. The total number of non-print items ranged from twenty-five at Nicholls State University to 408,825 at Northwestern State University. The large number of non-print holdings at Northwestern State University reflected the large microfiche collection located in that campus-wide media center.

Educational Media Services

Educational media personnel for consultant services were provided by ten universities included in this study. Only seven of thirteen respondents provided inservice educational activities relating to the utilization of educational activities to their faculty and staff. Nine university media centers provided inservice educational activities to students.

Evidence indicated that three university media centers disseminated educational media information on a monthly basis. Six educational media centers provided media information once each quarter/semester, and three media centers provided such information annually.

Annual maintenance of audiovisual equipment was provided by five educational media centers and once each quarter/semester by five media centers. Three media center directors indicated that cleaning and repairing audiovisual equipment was not included in their media services.

Physical Facilities

Physical facilities for work and staff areas and material preparation are presented in Table 8, Appendix C. Data gathered by the survey indicated that one university had not provided space and facilities to the educational media center of that institution.

Most institutions reported that the size of the areas for storage, receiving and mailing, were 500 square feet or less and that this amount of space was adequate. Information on the size of physical facilities for material production (duplication, graphic arts, photography, and audio studio) was found to be 500 square feet or less at a majority of the public universities. These areas were noted by the educational media directors as being adequate for present purposes.

Eight institutions checked that video studio facilities were provided. Two media directors responded that their video facilities were inadequate for television production.

Seven of twelve respondents to the information on physical facilities believed that the work areas were arranged so that processing of educational media materials proceeded in an uninterrupted flow of work. Five of twelve respondents checked that their work and staff areas were constructed and arranged for future building expansion.

Since nine of the educational media centers in Louisiana's public universities were organized between 1967 and 1976, five of the educational media directors were involved in the preliminary drafts of the plans for the media centers. Three media directors noted that they were consulted during the working stage of the media center construction. However, three educational media directors were never involved in developing the physical facilities for their university media center.

Ten of thirteen educational media centers in higher education in Louisiana provided seating capacities. The numbers for seating capacity for the media centers ranged from a low of sixteen to a high of 250 (see Table 9, Appendix C). Six respondents noted that the seating capacities at the time of this study were adequate; six noted that their seating capacities were inadequate.

Out of thirteen universities responding, eight did not provide typing facilities for students; ten did not provide a room for using microfilm. Programmed texts were not provided at nine media centers, and twelve did not provide for the use of calculators by faculty and students. Students were not allowed to check out audiovisual equipment for home use at seven of thirteen universities surveyed.

A majority of the thirteen universities queried by this study did provide conference room facilities, areas for faculty and students to produce educational media materials, preview facilities, audio recording studios and television production studios. Eight of the media center facilities found in the universities of Louisiana were not constructed and arranged to allow for future building expansion.

Automation

The majority of educational media centers in the public four-year institutions of higher education in Louisiana did not indicate many automated processes. Five educational media centers were utilizing automated procedures for the processing of educational media materials; six media center directors maintained inventories through automated procedures. Three university media centers utilized automation for budget analysis, cost analysis, and budget accounting.

Twelve of thirteen universities responded that their universities did have a computer. Six responded that the educational media center was allowed suitable time to use the computer; six responded that their media center was not allowed suitable time to utilize the computer. Only three of thirteen university educational media centers noted that they participated in the Library of Congress Machine Readable Cataloging program.

Audiovisual Equipment and Non-print Materials

Each public university in Louisiana owned and distributed audiovisual equipment. The most common types of audiovisual equipment found in this study were 16mm motion picture projectors, filmstrip projectors, overhead projectors, audio tape recorders, record players, television receivers, and projection carts. Table 10, Appendix C, presents the numbers of audiovisual equipment owned or distributed by the institutions included in this study. Totals were given for each type of equipment, and grand totals were given for all audiovisual equipment owned by each institution. The numbers of audiovisual equipment ranged from a low of forty-eight at Louisiana State University - Shreveport, to a high of 673 at Louisiana State University.

Twelve of the thirteen educational media centers provided non-print materials for production purposes. Table 11, Appendix C, presents the information concerning the institutions which provided these non-print materials. Audio tapes, video tapes, laminating film, dry mount tissue and transparency acetate were found to be the materials provided by most of the institutions surveyed.

Nine university educational media center directors responded that the person responsible for the audiovisual materials program at their

university also had the responsibility for the preparation of the audio-visual materials. Non-print materials were provided without charge in five educational media centers; six media center directors noted that non-print materials were provided by their media centers to faculty and students for a fee.

Lecture Halls

Seven of thirteen respondents checked that media-equipped lecture halls were included in their university facilities. Southeastern Louisiana University had six media-equipped lecture halls; this was the largest number of lecture halls noted for one campus. Five universities reported that lecture halls with seating capacities of 151 or more existed on their campuses.

Most of the projection systems found in the lecture halls were front projection systems. Three universities were found to have lecture halls equipped with rear screen projection systems. A variety of remote control functions from lecterns was noted by the respondents. Northeast Louisiana University was the only institution which noted having a media-equipped lecture hall with student response system. Only three of the seven universities with media-equipped lecture halls placed responsibility for production and maintenance of media materials and equipment with the educational media director.

Dial Access Information Retrieval Systems

Only two of thirteen Louisiana public universities reported owning a dial access information retrieval system within the educational media

center. One of the two reporting universities, Southeastern Louisiana University, noted their dial access system was a monaural audio system only. Southern University described their system as black and white video. Southeastern Louisiana had twenty-four student stations; Southern University had dial access facilities which provided space for seven student stations. Both institution media directors noted that their dial access systems were used primarily for supplemental classroom instruction; Southeastern Louisiana University utilized their dial access system for independent instruction also. At both institutions the audiovisual services director was in charge of supervising the dial access systems. Materials for both systems were produced locally at each institution.

Television

Eleven of the thirteen respondents to this survey checked that there was no campus-wide closed circuit television system on their campuses. Seven universities provided studio facilities for television broadcasting or for video tape production in the educational media centers. Remote telecasting studios in one building was found at two universities, and remote telecasting studios in other campus buildings were noted at one university. The total number of universities providing television facilities was eight, of which five had facilities for black and white video production and three indicated their facilities were for color video production.

The educational media director at Northeast Louisiana University checked that television monitors were in 75 percent of the classrooms in the College of Education building. Data collected showed that Louisiana

State University had television monitors in 33 percent of the campus classrooms. Twenty-five percent of the campus classrooms at Grambling State University, Nicholls State University, Southern University, Southern University - New Orleans, and the University of New Orleans were equipped with television monitors.

Supervision of the television equipment was under the director of audiovisual services at six universities and under a director of television services at two universities. Television program production supervision was under a director of audiovisual services at three universities, a director of television services at four universities, and under the direction of a television technician at one university. .

Northeast Louisiana University was noted to receive at least 75 percent of their television programs through leasing or rental programs. Six university media directors reported that most of their television programs were locally produced. Three educational media directors noted that their university media centers belonged to a group of colleges which shared television programs with other colleges and universities.

Summary

The purposes of this study were (1) to determine the present status of the educational media services in the public universities of Louisiana; (2) to compare the levels of adequacy of the educational media services as perceived by the educational media director in each of Louisiana's public universities; and (3) to identify the trends of the university educational media service programs.

A descriptive survey was designed to gather data concerning the educational media services in the thirteen four-year institutions of higher education in Louisiana. Thirteen educational media directors responded to the questionnaire.

Two profiles were developed from the tabulated data: (1) a state profile of the educational media centers, and (2) a profile of the educational media centers in each institution.

The respondents noted that an educational media director was employed at each institution and that each institution either owned or distributed audiovisual equipment. Most of the institutions provided facilities and non-print materials for the local production of educational media. Professional media personnel, support personnel, and student assistants were included on the media center staffs in a majority of the institutions.

Eleven of thirteen universities made direct budget appropriations to the educational media centers. Most of the respondents noted that their budgets provided for salaries of personnel and expenditures for audiovisual equipment and non-print materials.

The personnel at the educational media centers provided inservice educational activities, consultant services, and equipment maintenance. The physical facilities for the educational media centers were noted as adequate by most of the educational media center directors queried.

Lecture halls equipped with media and television studio facilities were found in more than half of the universities included in this study. Dial access information retrieval systems and automation practices were not prevalent in most of the educational media centers surveyed.

Chapter 4

SUMMARY, OBSERVATIONS, AND RECOMMENDATIONS

As mentioned in Chapter 2, colleges and universities in the United States had established educational media services since World War II. There was evidence that faculty members were accepting the "new media" on their campuses. The thirteen public universities in Louisiana had also organized educational media services which ranged from the distribution of audiovisual equipment to the local production of instructional materials and television programs.

The purposes of this study were (1) to determine the present status of educational media services in the public four-year institutions of higher education in Louisiana; (2) to compare the levels of adequacy of the educational media services as perceived by the educational media directors; and (3) to identify any trends in the educational media service programs.

Observations

At the time of this study there was a trend to provide educational media services in the public four-year institutions of higher education in Louisiana. Each university reported that educational media services were provided on their respective campuses. Although one university had established a media center on its campus in 1949, the majority of the public universities in Louisiana did not organize media services until 1967 through 1976.

Range of Philosophy of Educational Media Services

Fulton (1970) recommended that an educational media center in higher education should organize around the concept of offering a variety of media services to the instructional and administrative units of the institution. This investigator observed that each public university in Louisiana was administering basic audiovisual equipment and materials. Non-print materials and facilities for the production of instructional materials were provided by eleven of thirteen institutions.

Data gathered indicated that there was a trend for the educational media centers to operate as a centralized administrative unit on the university campuses. Eight universities reported that media services were administered campus wide from a centralized location. Audiovisual services administered from the College of Education were found at five universities. At the time of this study, a campus wide media center was being established at Southeastern Louisiana University. This investigator found that the media services at McNeese State University were coordinated through the College of Education. Information obtained from this survey appeared to indicate that the public universities in Louisiana had established educational media centers on their campuses as separate entities from the campus library. Books and other printed materials were only included in the collections of the five media centers organized within the College of Education.

Fulton (1970) suggested that college or university educational media service programs be extended through consultative services to schools and agencies beyond the college or university campus. Community services were included in the philosophies of media services at the public

universities in Louisiana. This writer observed that eight of Louisiana's public universities were providing consultant services to their communities.

The use of university media facilities was extended to the community at six media centers, and in-building use of media collections by the community was allowed at eight media centers. Louisiana State University and Southern University - New Orleans permitted all students attending college in Louisiana to rent educational media equipment and facilities.

Staff

Recommendations for educational media staff were that there should be at least one person whose primary responsibility is to coordinate the educational media services program on each college campus and that the director should be a professional member of the faculty who reports to the chief academic officer on the campus (Fulton, 1970). Louisiana's public universities were following the recommendation that at least one person on each campus be responsible for the educational media services program. At five universities, an assistant educational media director was employed on the media center staff. Ten of the thirteen educational media directors held doctorate degrees at the time of this study.

The chief administrative officers to which the educational media directors reported varied from institution to institution. Of the five educational media directors who administered educational media services from the College of Education, three educational media directors reported to the Dean, College of Education; one media director reported to a head of department, College of Education; one media director reported to the teacher education coordinator.

Within the eight campus wide educational media centers, three educational media directors reported to a vice president for academic affairs. Three media center directors reported to academic deans on the campus. Of the remaining two educational media directors, one reported to a vice president for university relations and the other director was responsible to the head librarian.

Fulton (1970) recommended for media center personnel that there should be sufficient staff to provide educational media services at the institution. This writer observed that each of Louisiana's public universities had included professional media personnel on their media center staffs. These professional media personnel were required to have at least a master's degree at eleven universities. At a majority of the institutions, professional media personnel had faculty and administrative rank and were eligible for tenure. This writer found that at the University of Southwestern Louisiana, professional media personnel did not have faculty or administrative rank nor did these personnel have tenure eligibility. Eleven university professional media personnel had their salaries determined by university salary schedules.

Six university media center directors reported that 1-2 professional media personnel, including the educational media director, were employed on their media center staffs. The media center director at the University of New Orleans noted that 7 or more professional personnel were on the educational media staff at that university. Although eight universities provided consultant services, this writer noted that no university media center had employed professional media consultants as part of their media center staffs.

Supporting, non-graduate-degreed personnel were found to be a part of eleven educational media center staffs. Eight media center directors responded that a secretary was employed by their media centers. The supporting personnel salaries were determined by one salary classification schedule at six universities.

As mentioned previously, production services were included as part of the philosophies of media services at eleven of thirteen public universities in Louisiana. Three universities employed photographers and one university employed a graphic artist. Five universities were observed to have employed audiovisual or television technicians. There was evidence to indicate that production services were not provided at Louisiana State University - Shreveport because of a lack of personnel to provide such services.

There was a trend among all of Louisiana's public universities to employ student assistants in the educational media centers. Most of these media centers were observed to utilize student assistants for a total of thirty hours or less each week. At the University of Southwestern Louisiana, students worked 106 or more hours per week; however, this investigator found that there were only 1-2 professional media personnel and 1-2 supporting personnel employed by that university campus-wide educational media center.

Budget

Merrill and Drob (1977) have suggested that university or college media centers which perform at most efficient levels are those with greatest direct financial support by the institution. In Louisiana's

public universities, there was a trend for the media center directors to receive direct appropriations for budgeting from the university each fiscal year. One university educational media center did not have an operating budget; however, the university did provide end-of-fiscal-year monies for the media center.

Four media center directors received end-of-fiscal-year monies as additional source of funds, and five media centers received federal funding to support their educational media services programs. There was no media center which depended upon federal funds as the only source of financial support. There were no indications that any media center received financial support in part from recharges made to other university departments for educational media services provided. Four media center directors responded that any fines or fees collected at their media centers were deposited into an audiovisual fund.

Nine educational media directors believed their budgets were two percent or less of the total educational or general budget of their respective universities. Seven of these nine educational media directors rated their budgets as inadequate to support the college instructional program. This writer noted that of the three media directors who were directly responsible to the vice president for academic affairs at their respective university, only the media director at Grambling State University reported that his budget was adequate to support the educational media services at that institution. Louisiana State University reflected the largest budget, and was observed to be the only university which received financial support directly from the university each fiscal year, from end-of-fiscal-year monies, and from federal funds.

There were nine educational media directors who responded to the budget information requested on the survey. Every media director responding indicated budget expenditures for salaries for the professional media center personnel. Budget allocations for both non-print materials and audiovisual equipment were noted by seven media directors. A larger percentage of most budgets were allocated for salaries. This investigator found that six of the nine university media directors responding to the survey budget information had allocated more than 50 percent of their budgets for salaries.

Collection

There was a trend to include non-print educational media materials in the collections of the media centers in Louisiana's public universities. This writer observed that the media centers surveyed followed the recommendations that media such as projected materials, recorded materials, graphic materials, and video tapes should be provided by media centers (Fulton, 1970). Audio tapes, disc recordings, 16mm films, overhead transparencies, slides, and video tapes were found to be in the collections of a majority of the media centers. Maps, microcards, microfiche, models (realia), and study prints were not frequently found in many collections.

There appeared to be no correlation between the number of non-print materials in the media center collections and the number of students enrolled in the universities. There was evidence that Grambling State University and Northwestern State University held large microfilm and microfiche collections. This writer observed that the media center collections did not contain more non-print media materials because media

center budgets had not provided sufficient funds for the purchase of these materials.

Educational Media Services

Although ten of thirteen media centers in higher education in Louisiana did provide consultative assistance to faculty in the instructional application of educational media, only seven media directors indicated that these services were in the form of inservice education activities. More university media centers provided inservice educational activities to students than to the faculty of their universities. Twelve of thirteen media center directors responded that educational media information was distributed to the faculty on a regular basis. Maintenance of audiovisual equipment was performed regularly by ten media centers.

Physical Facilities

Fulton (1970) noted that a university educational media center should be provided with adequate physical facilities for service to the institution. There was a trend to provide facilities for the educational media centers at each institution with the exception of Nicholls State University. Most of the educational media directors believed that their physical facilities were adequate for present purposes. Louisiana State University - Shreveport and Southeastern Louisiana University noted that their physical facilities were inadequate. Eight media directors were consulted concerning the plans for the space and arrangement of the media center physical facilities during the preliminary draft or working stage.

Most of the media centers surveyed did not provide adequate seating capacities for the students enrolled at their universities. Only

seven media directors had noted that carrels were located in their media centers. There appeared to be no correlation between the size of the university and media center seating capacities. The numbers for available seating ranged from a low of sixteen to a high of 250.

A majority of the media centers were observed to provide conference rooms, areas for faculty and students to produce audiovisual materials, preview facilities, and television studios.

Automation

The trend for automation of media services was not found among the public universities of Louisiana. Six media centers were observed to use automation for maintaining their inventories. Some utilization of automated practices for selecting, cataloging, and ordering non-print materials were noted at two universities. Three universities utilized automation in determining their budgeting practices. Eleven of thirteen universities did not employ a systems consultant. Twelve of thirteen public universities did own a computer, but only half of the educational media center directors were allowed suitable time to use the computer. Only three media centers participated in the Library of Congress Machine Readable Cataloging program.

Audiovisual Equipment and Non-print Materials

The trend for educational media services in the public universities in Louisiana was to provide basic audiovisual equipment and non-print materials for production of instructional materials. Motion picture projectors, filmstrip projectors, overhead projectors, audio tape recorders,

record players and television receivers were observed to be the most prevalent types of equipment owned or distributed by the media centers surveyed. There was a total of 2,806 audiovisual equipment items owned by the thirteen media centers. Eight of the ten media centers that supplied budget information included expenditures for audiovisual equipment as part of their budget. Audiovisual equipment expenditures ranged from a low of \$500 to a high of \$85,000. The total amount expended for audiovisual equipment by the eight media centers reporting was \$142,500; one media center expended 59 percent of this amount. This investigator observed that most of the media center directors who judged their budgets as inadequate owned less than two hundred items of audiovisual equipment at their media centers.

Ten media centers were providing non-print materials for use in local production and preparation of instructional materials. Five media centers provided materials such as audio tapes, dry mount tissue, laminating film, transparency acetate, and video tapes without a fee or charge to faculty members. Six media centers provided non-print materials for a fee.

Lecture Halls

Seven of thirteen public universities in Louisiana had media-equipped lecture halls. The total number of media-equipped lecture halls was observed to be twenty; eleven lecture halls had the capacity to seat 151 or more persons. Most of the lecture halls were equipped with front projection facilities. The remote control functions found on most lecterns were controls for lighting, slide and motion picture projection, and public address systems. Only one lecture hall was equipped with a student response system.

Dial Access Information Retrieval Systems

Only two universities were observed to own dial access information retrieval systems. Southeastern Louisiana University owned a monaural audio system; Southern University owned a black and white video system. There were a total of thirty-one student stations for dial access between the two universities. Both media center directors indicated that the dial access systems were used for supplemental classroom instruction; one university did utilize their dial access system for programmed instruction also. Materials for both dial access information retrieval systems were produced locally at each institution by their media center personnel.

Television

Television services were provided by eight universities. Closed circuit television systems were found at two universities. Seven universities owned studio facilities for television broadcasting or for video tape production. Color video systems were found at three universities, and five universities had black and white video facilities.

A director of audiovisual services supervised the television equipment at six universities. Two university media directors reported that a director of television services supervised the television equipment.

Television program production was supervised by a director of audiovisual services at three universities. At four universities, a director of television services supervised video production, and at one university, television production was supervised by a television technician.

Eight universities were found to have classrooms equipped with television monitors of which six media directors responded that 33 percent or less of the classrooms had monitors. The media director at Northeast Louisiana University responded that all classrooms had monitors, and the media director at McNeese State University responded that 75 percent or more of the classrooms had monitors. This writer noted that the media services at these institutions were administered through the College of Education. Of the eight media directors who responded that monitors were in classrooms, two directors responded that motion picture films and slides could also be shown through the monitors.

There was evidence that six of the eight media centers which owned video facilities utilized these facilities to produce locally 75 percent or more of the television programs on their university campuses. Southern University - New Orleans was found to either lease or rent 100 percent of the television programs on that campus. Three universities belonged to a group of colleges for sharing television programs.

Recommendations

The findings of this study suggested the following recommendations:

1. A study be conducted to evaluate the adequacy of the educational media services in Louisiana's public universities as determined by the faculty and administrators of these universities.
2. A study be conducted at each university to evaluate media utilization by the faculty and students.
3. The educational media directors for all thirteen public universities in Louisiana should develop criteria for personnel, facilities,

non-print materials, audiovisual equipment, and budgets for educational media services for Louisiana higher education.

4. That the media center directors in each of the thirteen public universities be made aware of this study so that they may better understand the current status of educational media services in the public universities of Louisiana.

5. That the Louisiana universities which do not provide campus wide media services implement a campus wide media program.

6. That the educational media directors report to the highest academic officer of each institution.

7. That the educational media budgets be increased for the purchase of non-print materials and audiovisual equipment.

8. More inservice education activities should be provided for faculty of the universities.

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APPENDICES

APPENDIX A

APPENDIX A

LOUISIANA UNIVERSITIES SURVEYED

Grambling State University
Grambling, Louisiana

Louisiana State University
Baton Rouge, Louisiana

Louisiana State University - Shreveport
8515 Youree Drive
Shreveport, Louisiana

Louisiana Tech University
Ruston, Louisiana

McNeese State University
Lake Charles, Louisiana

Nicholls State University
Thibodaux, Louisiana

Northeast Louisiana University
Monroe, Louisiana

Northwestern State University
Natchitoches, Louisiana

Southeastern Louisiana University
Hammond, Louisiana

Southern University
Baton Rouge, Louisiana

Southern University - New Orleans
6400 Press Drive
New Orleans, Louisiana

University of New Orleans
Lake Front Drive
New Orleans, Louisiana

University of Southwestern Louisiana
Lafayette, Louisiana

APPENDIX B

APPENDIX B

LOUISIANA HIGHER EDUCATION EDUCATIONAL MEDIA SERVICES SURVEY

Institution: Name _____

Address _____

Year Educational Media Center Organized _____

Director of Educational Media Center _____

Name and title of person completing questionnaire _____

Fall, 1978

Enrollment (Please check appropriate space)

Students: Total count _____ 1,000 or less
 _____ 1,001--5,000
 _____ 5,001--15,000
 _____ 15,001--27,500
 _____ 27,501 or more

Faculty: Total F.T.E. _____ 50 or less
 _____ 51--100
 _____ 101-150
 _____ 150 or more

Range of Philosophy of the Educational Media Services

Check those items that represent the philosophy of your educational media center:

1. Collection

_____ Books and other printed materials
_____ Audiovisual materials
_____ Archival materials
_____ Production of materials for instructional purposes

2. Equipment

_____ Basic AV equipment such as cameras, recorders, projectors, etc.
_____ Programmed Instruction, Computer Assisted Instruction
_____ Audio System
_____ Video System
_____ Other

3. Facilities

- ☐ Stack area, work areas, reading room
☐ Media production area
☐ Electronic lecture hall with response system
☐ Closed Circuit TV, TV Studio, FM Radio

4. Staff

- ☐ Educational Media Director
☐ Assistant Educational Media Director
☐ Professional in media and communications
☐ Media technical assistants
☐ Professional consultants
☐ Graphic artist
☐ Photographer
☐ Secretary
☐ Clerk
☐ Students

5. Community Service

- ☐ Use of facilities
☐ In-building use of collection only
☐ Charge out privileges in use of collection
☐ Rental privileges to all students attending college in Louisiana
☐ Consultant services

Please list items included within the philosophy for Educational Media Services at your university omitted from those of the above check list:

_____	_____
_____	_____
_____	_____

Staff

1. Are the audiovisual services administered as:

- ☐ Service from College of Education or other department on campus?
☐ A campus wide service from a centralized media center?

If under College of Education or other department, give name of educational media center director: _____

Degree(s) earned:

- ☐ BA/BS
☐ MA/M.ED.
☐ MLS
☐ Advanced Certificate
☐ Doctorate

Directly responsible to _____ (Title)

If campus wide service, give name of educational media director:

Degree(s) earned:

☐ BA/BS

☐ MA/M.ED.

☐ MLS

☐ Advanced Certificate

☐ Doctorate

Directly responsible to _____
(Title)

2. ☐ Yes ☐ No Do professional media personnel have faculty rank?
3. Number of professional media personnel who have administrative rank:
☐ None
☐ 1
☐ 2 or more
4. Total number of professional media personnel (including director of educational media center):
☐ 1-2
☐ 3-4
☐ 5-6
☐ 7 or more
5. ☐ Yes ☐ No Are professional media personnel eligible for tenure?
6. Degrees required for professional media personnel:
☐ BA/BS
☐ MA/M.ED.
☐ Other (Indicate degree)
7. The salary of professional media personnel is determined by:
☐ College salary schedule
☐ Private negotiation with administration
8. Supporting (non-graduate-degreed) personnel (excluding student assistants):
☐ 1-2
☐ 3-6
☐ 7-10
☐ 11 or more

9. Classification used for supporting (non-student) personnel:

☐ Clerk I
☐ Clerk II
☐ Clerk III
☐ Clerk IV
☐ Audiovisual Technical Assistant I
☐ Audiovisual Technical Assistant II
 Other (Specify): _____

10. ☐ Yes ☐ No Are all the supporting personnel of the university on one salary classification schedule?

11. Total number of hours worked by student assistants per week:

<input type="checkbox"/> 15 or less	<input type="checkbox"/> 61-75
<input type="checkbox"/> 16-30	<input type="checkbox"/> 76-90
<input type="checkbox"/> 31-45	<input type="checkbox"/> 91-105
<input type="checkbox"/> 46-60	<input type="checkbox"/> 106 or more

Budget

When amounts are asked for, use whole dollars.

1. Audiovisual equipment are budgeted as:

☐ Capital expenditures
☐ Operating expenditures

2. Non-print materials are budgeted as:

☐ Capital expenditures
☐ Operating expenditures
☐ Supplies

3. What percent is the Educational Media Center budget of the 1978-79 total educational and general budget of the university?

<input type="checkbox"/> 1-2%	<input type="checkbox"/> 7-8%
<input type="checkbox"/> 3-4 %	<input type="checkbox"/> 9% or more
<input type="checkbox"/> 5-6%	

4. Of the total Educational Media Center budget, indicate the following expenditures:

\$ _____ Salaries for professional staff
 \$ _____ Salaries for all other staff (clerks, technicians, students)
 \$ _____ Expenditures for films, filmstrips, non-print materials
 \$ _____ Expenditures for audiovisual equipment
 \$ _____ All other operating expenditures charged to the Educational Media Center

5. Source of funds for budget:
- _____ Budgeted amount given at beginning of fiscal year
- _____ End of fiscal year monies
- _____ Federal funds
- _____ Other (Please indicate _____)
6. In your opinion, to what degree does the Educational Media Center budget support the college instructional program:
- _____ Wholly inadequate
- _____ Inadequate
- _____ Adequate
- _____ More than adequate
7. The budget is projected to cover a period of
- _____ 1 year
- _____ 2 years
- _____ 3 or more years
8. _____ Yes _____ No Do unspent funds lapse at the end of the fiscal year?
9. Fines and fees collected are deposited in the:
- _____ General Fund of the University
- _____ Audiovisual Fund
- _____ Returned to the State General Fund
10. Monthly status records received from the business office include
- _____ Disbursements
- _____ Encumbrances
- _____ Balances
- _____ No monthly records are received
11. The following are responsible for preparing the fiscal budget request:
- _____ Director, Educational Media Center
- _____ Head, Audiovisual Services
- _____ Entire Professional Staff
- _____ Other (Indicate by Title _____)

Collection

Please check the following materials that are included in your collection

- | | |
|---------------------------------|---------------------------------|
| _____ Audio tapes, cassette | _____ Microcards |
| _____ Audio tapes, reel-to-reel | _____ Microfiche |
| _____ Disc recordings | _____ Models (Realia) |
| _____ Dioramas | _____ Overhead transparencies |
| _____ Filmstrips | _____ Slides |
| _____ 8mm films | _____ Study prints |
| _____ 16mm films | _____ Video tapes, cassette |
| _____ Maps | _____ Video tapes, reel-to-reel |

Other materials (Please indicate): _____

Please indicate the number owned by your Educational Media Center.

<u>Item</u>	<u>Number Owned at End of 1977-78 Fiscal Year</u>
Reels of microfilm	_____
Microfiche	_____
Film titles: 16mm	_____
8mm	_____
8mm loop	_____
Filmstrip titles	_____
Audio tape recordings, cassette	_____
Audio tape recordings, reel-to-reel	_____
Video tape recordings, cassette	_____
Video tape recordings, reel-to-reel	_____
Slides	_____
Disc recordings	_____

Educational Media Services

1. _____ Yes _____ No Does your university provide educational media personnel for consultative assistance to faculty in the instructional application of educational media?

2. _____ Yes _____ No Does your university provide inservice education activities relating to the utilization of educational media to the faculty and staff?

3. _____ Yes _____ No Does your university provide inservice education activities relating to the utilization of educational media to students?

4. Does your educational media center disseminate information concerning educational media to the faculty and staff?
 _____ Monthly
 _____ Once each quarter/semester
 _____ Annually

5. Does your educational media center provide for cleaning and repairing audiovisual equipment?
 _____ Never
 _____ Once each quarter/semester
 _____ Annually

Physical Facilities

Check the figure that most closely represents the square feet for each area you have now. (A room 20 feet by 25 feet would be 500 square feet.) Indicate if you find the space is adequate for present purposes.

<u>Area</u>	<u>Square Feet</u>					<u>Adequate</u>	
	500 or less	501- 1000	1001- 1500	1501- 2000	2001 or more	Yes	No
Storage							
Receiving							
Mailing							
Material Preparation:							
Duplication							
Graphic Arts							
Photo Lab							
Audio Studio							
Video Studio							
Production							
Transmission							
Preview Room(s)							
Director							
Professional Audiovisual							
Supporting Staff							
Student Assistants							
Repair & Maintenance							

_____ Yes _____ No Are work areas arranged so that processing of materials proceeds in uninterrupted flow of work?

_____ Yes _____ No Are the work and staff areas constructed and arranged to provide for future building expansion?

In developing specifications for the Educational Media Center, during what stage was the media director consulted in the matter of space and arrangement of work and staff areas?

_____ Preliminary draft _____ Final plans
 _____ Working stage _____ Never involved

Please indicate the appropriate number:

_____ Total seating capacity in educational media center

Of this total:

_____ Number of seats in leisure area _____ Number of dry carrels
 _____ Number you can seat at tables _____ Number of wet carrels

Audiovisual Equipment

Please indicate the number of items owned or distributed by your Educational Media Center.

- | | |
|---|---|
| <input type="checkbox"/> 16mm Projectors
<input type="checkbox"/> 8mm Projectors, open reel
<input type="checkbox"/> 8mm Projectors, cartridges
<input type="checkbox"/> 8mm Loop Film Projectors
<input type="checkbox"/> Filmstrip (or combination filmstrip-slide) Projectors
<input type="checkbox"/> Sound Filmstrip Projectors
<input type="checkbox"/> Radios
<input type="checkbox"/> Television Sets
<input type="checkbox"/> Record Players
<input type="checkbox"/> Video-Tape Recorders
<input type="checkbox"/> Teaching Machines
<input type="checkbox"/> Portable Public Address Systems
<input type="checkbox"/> Controlled Reading Machines
<input type="checkbox"/> Information Access System
<input type="checkbox"/> Dry Mount Press
<input type="checkbox"/> Tacking Iron
<input type="checkbox"/> Dissolve Control Unit
<input type="checkbox"/> Transparency Production Equipment (Diaz)
<input type="checkbox"/> Thermo Copy Reproducer
<input type="checkbox"/> Equipped Darkroom
<input type="checkbox"/> Spirit Duplicator
<input type="checkbox"/> Primary Typewriter
<input type="checkbox"/> Film Rewind
<input type="checkbox"/> Film Splicer
<input type="checkbox"/> Film Editor
<input type="checkbox"/> Offset Master Maker
<input type="checkbox"/> Tape Splicer
<input type="checkbox"/> Offset Press
<input type="checkbox"/> Xerox Machine
<input type="checkbox"/> Microfilm Reader
<input type="checkbox"/> Microfiche Reader
<input type="checkbox"/> Cold Type Composer
<input type="checkbox"/> Justifier
<input type="checkbox"/> Mimeograph
<input type="checkbox"/> Laminator
<input type="checkbox"/> 35mm Still Camera
<input type="checkbox"/> 8mm Camera
<input type="checkbox"/> 16mm Camera | <input type="checkbox"/> Tape Recorders, reel-to-reel, audio
<input type="checkbox"/> Tape Recorder, cassette, audio
<input type="checkbox"/> Tape Players, cassette, audio
<input type="checkbox"/> Opaque Projectors
<input type="checkbox"/> Overhead Projectors
<input type="checkbox"/> Micro-projectors
<input type="checkbox"/> Filmstrip Viewers
<input type="checkbox"/> Slide Viewers
<input type="checkbox"/> Projection Carts
<input type="checkbox"/> Tachistoscopes
<input type="checkbox"/> Calculators
<input type="checkbox"/> Drawing Boards
<input type="checkbox"/> Easels
<input type="checkbox"/> Portable Chalkboards
<input type="checkbox"/> Electronic Chalkboards
<input type="checkbox"/> Loop-Antenna Systems
<input type="checkbox"/> Typewriters
<input type="checkbox"/> Photo Headlining Device
<input type="checkbox"/> Poster or Proof Press
<input type="checkbox"/> Photo Stabilization Processor
<input type="checkbox"/> Photo Modifier
<input type="checkbox"/> Mechanic or Lettering Devices
<input type="checkbox"/> Embossograph
<input type="checkbox"/> Animation Stand
<input type="checkbox"/> Electronic Mimeo Stencil and Transparency Scanner
<input type="checkbox"/> Slide Duplicator
<input type="checkbox"/> Tape Duplicator
<input type="checkbox"/> Cassette Duplicator
<input type="checkbox"/> Silk Screen Equipment
<input type="checkbox"/> Process Camera
<input type="checkbox"/> Polaroid Camera
<input type="checkbox"/> Copy Camera and Stand
<input type="checkbox"/> Bulk Tape Eraser
<input type="checkbox"/> Video Players, cassette
<input type="checkbox"/> Video Disc Recorders |
|---|---|

Items owned but not listed:

_____ Yes _____ No Does the person responsible for the audiovisual materials program have the responsibility for the preparation of audiovisual materials?

Please check the non-print materials your center provides for production purposes:

_____ Audio Tapes, cassette	_____ Photographic Film
_____ Audio Tapes, reel	_____ Transparency Acetate
_____ Dry Mount Tissue	_____ Video Tapes, cassette
_____ Laminating Film	_____ Video Tapes, reel
_____ Matting Board	Other _____

_____ Yes _____ No The above materials are provided free of charge.

Lecture Halls

1. _____ Yes _____ No Are there media-equipped lecture halls in your university facilities?

2. Please indicate the number of media-equipped lecture halls with the following seating capacities:

Seating capacity	Number of halls
50 or more	_____
51-100	_____
101-150	_____
151 or more	_____

3. The projection facilities are (check those applicable):
 - _____ Rear Screen Projection
 - _____ Front Screen Projection from portable cart
 - _____ Front Screen Projection from projection booth

4. The lectern allows the instructor remote control functions for:

_____ 16mm	_____ Television
_____ Slides	_____ Public Address System
_____ Random Access Slides	_____ Lights

5. _____ Yes _____ No The lecture hall has a student station response system.

6. The production and maintenance of media for the lecture hall is the responsibility of:
 List by Title: _____

Dial Access Information Retrieval System

This section is for audio tapes and video tapes only.

1. ☐ Yes ☐ No Do you have a system?
 If "No," go on to the next section: Television

 If "Yes," is it (check those you have)

☐ audio

☐ video

☐ both

 If you have audio, do you have

☐ Yes ☐ No mono track decks

☐ Yes ☐ No dual track decks

☐ Yes ☐ No four track decks

☐ Yes ☐ No eight track decks

☐ Yes ☐ No 16 track decks

 If you have video, is it

☐ Yes ☐ No black and white

☐ Yes ☐ No color

 Is the system (check one)

☐ dial access

☐ touchtone

2. Indicate the number of student stations for
 ☐ audio
 ☐ video
 ☐ combination
3. How many student stations are audio active allowing for student recording and playback? _____ (number)
4. How many stations allow for student control, i.e., stop, rewind, etc.? _____ (number)
5. The system is used for (check the ones applicable)
 ☐ Programmed basic or independent instruction
 ☐ Supplemental to classroom instruction
 ☐ Recreational use and leisure time
 ☐ Other (Please indicate): _____
6. Is the supervision of equipment and production of materials under the direction of one or more than one? (Check the ones applicable)
 ☐ Director of Audiovisual Services
 ☐ Director of Curriculum
 ☐ Director of Instructional Materials
 ☐ Director of Learning Resources
 ☐ Director of Library Services
 ☐ Other (Specify): _____

7. ☐ Yes ☐ No Are materials for the system purchased?
 If "Yes," about what percent is purchased?
 ☐ 25% or less ☐ 66%
 ☐ 33% ☐ 75%
 ☐ 50% ☐ 100%
8. ☐ Yes ☐ No Are materials for the system produced by staff?
 If "Yes," about what percent is produced by staff?
 ☐ 25% or less ☐ 66%
 ☐ 33% ☐ 75%
 ☐ 50% ☐ 100%

Television

1. ☐ Yes ☐ No Do you have a campus wide closed circuit television system operated from a central studio?
2. Check the types of areas you have:
☐ Master distribution control for broadcasting prepared programs
☐ Studio for live broadcasting and for production of video tapes
☐ Remote telecasting studios located throughout the building
☐ Remote telecasting studios located throughout the campus
3. Is your system
☐ Black and white
☐ Color
4. ☐ Yes ☐ No Do you have monitors in all your classrooms?
 If "No," what percent of classrooms have monitors?
 ☐ 25% ☐ 66%
 ☐ 33% ☐ 75% or more
 ☐ 50%
5. The supervision of equipment is under (check those responsible):
☐ Director of Communication Services
☐ Director of Curriculum
☐ Director of Audiovisual Services
☐ Director of Instructional Materials
☐ Director of Learning Resources
☐ Director of Television Services
☐ Other (Specify) _____

6. The supervision of production of television programs is under the direction of (check those applicable):

☐ Director of Communication Services

☐ Director of Curriculum

☐ Director of Audiovisual Services

☐ Director of Instructional Materials

☐ Director of Learning Resources

☐ Director of Television Services

☐ Other (Specify) _____

7. ☐ Yes ☐ No Do you show 16mm films, slides, etc. in classrooms through classroom monitors?

8. ☐ Yes ☐ No Do you have a two-way communication between studio and classroom?

9. Indicate source of programs (approximate percent)

Lease and rented:

☐ 25%

☐ 33%

☐ 50%

☐ 66%

☐ 75%

☐ 100%

Locally produced:

☐ 25%

☐ 33%

☐ 50%

☐ 66%

☐ 75%

☐ 100%

10. ☐ Yes ☐ No Do you belong to a group of colleges for sharing television programs?

In the space provided below list any innovative practices or services provided by your university's Educational Media Center and not included in this questionnaire.

APPENDIX C

APPENDIX C

FINDINGS OF A LOUISIANA HIGHER EDUCATION EDUCATIONAL MEDIA SERVICES SURVEY, FALL, 1978

<u>Code</u>	<u>Name of University</u>
G	Grambling State University
LSU	Louisiana State University
LSU-S	Louisiana State University - Shreveport
LT	Louisiana Tech University
MN	McNeese State University
NC	Nicholls State University
NE	Northeast Louisiana University
NW	Northwestern State University
SE	Southeastern Louisiana University
SO	Southern University
SO-N	Southern University - New Orleans
UNO	University of New Orleans
USL	University of Southwestern Louisiana

Institution: Name _____

Address _____

Year Educational Media Center Organized _____

Director of Educational Media Center _____

(see Table 2)

Table 2
Educational Media Center Directors in
Louisiana's Public Universities

Institution and Address	Director's Name	Date Organized
Grambling State University Grambling, Louisiana 71245	Roy B. Moss	1949
Louisiana State University 118 Himes Hall Baton Rouge, Louisiana 70803	Charlie W. Roberts, Jr.	1976
Louisiana State University - Shreveport 8515 Youree Drive Shreveport, Louisiana 71115	Mattie J. Mosley	1973
Louisiana Tech University Ruston, Louisiana 71270	G. Edward Nipper	*
McNeese State University Lake Charles, Louisiana 70609	Elmer H. Wagner	1970
Nicholls State University Thibodaux, Louisiana 70301	Peter B. Strawitz	*
Northeast Louisiana University Monroe, Louisiana 71201	Bill L. Perry	1968
Northwestern State University Natchitoches, Louisiana 71457	Robert D. Allen	1972

*Date media center organized unknown

Table 2 --- Continued

Institution and Address	Director's Name	Date Organized
Southeastern Louisiana University Hammond, Louisiana 70402	John L. Magee	1973
Southern University Baton Rouge, Louisiana 70813	Henry Wiggins	1968
Southern University - New Orleans 6400 Press Drive New Orleans, Louisiana 70126	Andrew Butler	*
University of New Orleans Lake Front Drive New Orleans, Louisiana 70122	Lane E. Bonham	1967
University of Southwestern Louisiana East University Avenue Lafayette, Louisiana 70504	Jean T. Kreamer	1974

Table 3
Student Enrollment -- Faculty FTE, Fall, 1978

Institution	Students Total Count	Faculty FTE
Grambling State University	1,001-5,000	150 or more
Louisiana State University	15,001-27,500	150 or more
Louisiana State University - Shreveport	1,001-5,000	50 or less
Louisiana Tech University	5,001-15,000	150 or more
McNeese State University	5,001-15,000	150 or more
Nicholls State University	5,001-15,000	150 or more
Northeast Louisiana University	5,001-15,000	150 or more
Northwestern State University	5,001-15,000	150 or more
Southeastern Louisiana University	5,001-15,000	101-150
Southern University	5,001-15,000	150 or more
Southern University - New Orleans	1,001-5,000	101-150
University of New Orleans	5,001-15,000	150 or more
University of Southwestern Louisiana	15,001-27,500	150 or more

- 6 Professional in media and communications -- G, LSU, MN, NC, SE, SO
- 6 Media technical assistants -- G, LSU, MN, NC, SO, UNO
- Professional consultants
- 1 Graphic artist -- SO
- 3 Photographer -- LSU, SO, UNO
- 8 Secretary -- G, LSU, MN, NC, NE, SO, UNO, USL
- 6 Clerk -- G, LSU, MN, SE, SO, USL
- 13 Students -- G, LSU, LSU-S, LT, MN, NC, NE, NW, SE, SO, SO-N, UNO, USL

5. Community Service

- 6 Use of facilities -- G, LSU, NC, SE, SO-N, USL
- 8 In-building use of collection only -- LSU-S, LT, MN, NE, NW, SE, SO, USL
- 3 Charge out privileges in use of collection -- LSU-S, NW, SO
- 2 Rental privileges to all students attending college in Louisiana -- LSU, SO-N
- 8 Consultant services -- G, LSU, LT, MN, NE, SE, UNO, USL

Please list items included within the philosophy for Educational Media Services at your university omitted from those of the above check list:

- 1 Student use of all media -- G
- 1 Learning laboratory -- UNO

Staff

1. Are the audiovisual services administered as:

- 5 Service from College of Education or other department on campus? -- LSU-S, LT, MN, NE, SE
- 8 A campus wide service from a centralized media center? -- G, LSU, NC, NW, SO, SO-N, UNO, USL

If under College of Education or other department, give name of educational media center director: (see Table 2)

Degree(s) earned:

- BA/BS
- MA/M.Ed.
- 1 MLS -- LSU-S
- Advanced Certificate
- 4 Doctorate -- LT, MN, NE, SE

Directly responsible to:

- 3 Dean, College/School of Education -- LSU-S, MN, NE
- 1 Department Head, College of Education -- SE
- 1 Teacher Education Coordinator -- LT

If campus wide service, give name of educational media director: _____
(see Table 2)

Degree(s) earned:

- ☐ BA/BS
☒ 2 MA/M.Ed. -- NW, SO-N
☐ MLS
☐ Advanced Certificate
☒ 6 Doctorate -- G, LSU, NC, SO, UNO, USL

Directly responsible to:

- ☒ 3 Vice President, Academic Affairs -- G, NC, UNO
☒ 1 Vice President, University Relations -- USL
☒ 1 Dean, College of Arts -- SO
☒ 1 Dean, College of Education -- SO-N
☒ 1 Dean, General College -- LSU
☒ 1 Head Librarian -- NW

2. Do professional media personnel have faculty rank?
☒ 11 Yes -- G, LSU, LSU-S, LT, MN, NC, NE, NW, SE, SO, SO-N
☒ 1 No -- USL
3. Number of professional media personnel who have administrative rank:
☒ 2 None -- LT, USL
☒ 5 One -- LSU-S, NE, NW, SO-N, UNO
☒ 6 Two or more -- G, LSU, MN, NC, SE, SO
4. Total number of professional media personnel (including director of educational media center):
☒ 6 1-2 -- LSU-S, LT, NE, NW, SO-N, USL
☒ 3 3-4 -- G, NC, SE
☒ 3 5-6 -- LSU, MN, SO
☒ 1 7 or more -- UNO
5. Are professional media personnel eligible for tenure?
☒ 11 Yes -- G, LSU, LSU-S, LT, MN, NC, NE, NW, SE, SO, SO-N
☒ 2 No -- UNO, USL
6. Degrees required for professional media personnel:
☒ 2 BA/BS -- LSU-S, NC
☒ 11 MA/M.Ed. -- G, LSU, LT, MN, NE, NW, SE, SO, SO-N, UNO, USL
☐ Other (Indicate degree)
7. The salary of professional media personnel is determined by:
☒ 11 College salary schedule -- G, LSU, LT, MN, NC, NW, SE, SO, SO-N, UNO, USL
☒ 2 Private negotiation with administration -- LSU-S, NE
8. Supporting (non-graduate-degreed) personnel (excluding student assistants):
☒ 5 1-2 -- LSU, NW, SO-N, UNO, USL
☒ 5 3-6 -- G, MN, NC, SE, SO
☒ 1 7-10 -- NE
☐ 11 or more

9. Classification used for supporting (non-student) personnel:

Clerk I
3 Clerk II -- G, MN, USL
3 Clerk III -- NC, NW, SO
1 Clerk IV -- LSU
2 Audiovisual Technical Assistant I -- G, SO
2 Audiovisual Technical Assistant II -- G, NE
 Other (Specify):
2 Library Technical Assistant -- MN, SE
1 Printer -- NC
1 Stenographer -- USL
2 Television Technician -- MN, NC

10. Are all the supporting personnel of the university on one salary classification schedule?

6 Yes -- LSU, LSU-S, MN, NW, SO-N, USL
5 No -- G, NC, NE, SE, SO

11. Total number of hours worked by student assistants per week:

6 15 or less -- G, LSU-S, LT, NC, NW, SO-N
3 16-30 -- LSU, NE, UNO
3 31-45
1 56-60 -- SE
6 61-75
2 76-90 -- MN, SO
1 91-105
1 106 or more -- USL

Budget

When amounts are asked for, use whole dollars.

1. Audiovisual equipment are budgeted as:

7 Capital expenditures -- G, LSU, NC, NE, SE, SO, USL
7 Operating expenditures -- LSU-S, LT, MN, NW, SE, SO-N, UNO

2. Non-print materials are budgeted as:

1 Capital expenditures -- LSU
4 Operating expenditures -- MN, NC, SE, UNO
10 Supplies -- G, LSU-S, LT, NC, NE, NW, SO, SO-N, UNO, USL

3. What percent is the Educational Media Center budget of the 1978-79 total educational and general budget of the university?

9 1-2% -- LSU, LSU-S, LT, NC, NW, SE, SO, UNO, USL
1 3-4% -- SO-N
1 5-6% -- NE
1 7-8% -- G
9 9% or more

Table 4
Educational Media Center Staff -- Fall, 1978

Institution	Professional Media Personnel	Supporting (Non- graduate-degreed) Personnel	Student Assistants (Total Hrs/Wk)
Grambling State University	3-4	3-6	15 or less
Louisiana State University	5-6	1-2	16-30
Louisiana State University - Shreveport	1-2	0	15 or less
Louisiana Tech University	1-2	0	15 or less
McNeese State University	5-6	3-6	76-90
Nicholls State University	3-4	3-6	15 or less
Northeast State University	1-2	7-10	16-30
Northwestern State University	1-2	1-2	15 or less
Southeastern Louisiana University	3-4	3-6	46-60
Southern University	5-6	3-6	76-90
Southern University - New Orleans	1-2	1-2	15 or less
University of New Orleans	7 or more	1-2	16-30
University of Southwestern Louisiana	1-2	1-2	106 or more

4. Of the total Educational Media Center budget, indicate the following expenditures: (see Table 5)
 - \$ _____ Salaries for professional staff
 - \$ _____ Salaries for all other staff (clerks, technicians, students)
 - \$ _____ Expenditures for films, filmstrips, non-print materials
 - \$ _____ Expenditures for audiovisual equipment
 - \$ _____ All other operating expenditures charged to the Educational Media Center
5. Source of funds for budget:
 - 11 Budgeted amount given at beginning of fiscal year -- G, LSU, LT, MN, NC, NE, SE, SO, SO-N, UNO, USL
 - 5 End of fiscal year monies -- LSU, LSU-S, LT, NC, SE
 - 5 Federal funds -- G, LSU, SO, SO-N, USL
 - _____ Other (Please indicate _____)
6. In your opinion, to what degree does the Educational Media Center budget support the college instructional program:
 - 1 Wholly inadequate -- SO-N
 - 7 Inadequate -- LSU-S, LT, NC, SE, SO, UNO, USL
 - 4 Adequate -- G, LSU, MN, NE
 - _____ More than adequate
7. The budget is projected to cover a period of
 - 10 1 year -- LSU, LT, MN, NC, NE, SE, SO, SO-N, UNO, USL
 - _____ 2 years
 - 1 3 or more years -- G
8. Do unspent funds lapse at the end of the fiscal year?
 - 6 Yes -- LSU, LSU-S, SE, SO, SO-N, UNO
 - 6 No -- G, LT, MN, NC, NE, USL
9. Fines and fees collected are deposited in the:
 - 5 General fund of the University -- G, MN, SO, SO-N, UNO
 - 4 Audiovisual Fund -- LSU, NE, SE, USL
 - 2 Returned to the State General Fund -- NC, UNO
10. Monthly status records received from the business office includes:
 - 6 Disbursements -- G, LSU, MN, SO, UNO, USL
 - 5 Encumbrances -- G, LSU, MN, UNO, USL
 - 7 Balances -- G, LSU, MN, NE, SO, UNO, USL
 - 5 No monthly records are received -- LSU-S, LT, NC, SE, SO-N
11. The following are responsible for preparing the fiscal budget request:
 - 10 Director, Educational Media Center -- G, LSU, LSU-S, NC, NE, SE, SO, SO-N, UNO, USL
 - 1 Head, Audiovisual Services -- MN
 - 2 Entire Professional Staff -- NC, SE
 - Other (Indicate by Title)
 - 1 Teacher Education Coordinator -- LT

Table 5
Educational Media Center Expenditures

Institu- tions	Salaries Profes- sional	Salaries Support Staff (clerks, techni- cians, students)	% of Total	Non-print Materials	Audio- visual Equipment	Other	Grand Total
G	\$ 23,000	28,000	49.5	20,000	27,000	5,000	\$103,000
LSU	\$ 96,000	44,000	49.4	35,000	85,000	23,000	\$283,000
LSU-S*							
LT	\$ 15,500		93.9	500	500		\$ 16,500
MN	\$120,000		91.9	2,500	3,000	5,000	\$130,000
NC*							
NE	\$ 45,000	12,000	84.0	2,000	6,000	2,800	\$ 67,800
NW*							
SE	\$ 45,000	10,000	100.0				\$ 55,000
SO	\$100,000	20,000	91.6	3,000	5,000	3,000	\$131,000
SO-N	\$ 17,000		38.6	17,000	10,000		\$ 44,000
UNO*							

Table 5 -- Continued

Institu- tions	Salaries Profes- sional	Salaries Support Staff (clerks, techni- cians, students)	% of Total	Non-print Materials	Audio- visual Equipment	Other	Grand Total
USL	\$ 18,000	40,000	85.2		6,000	4,000	\$ 68,000
Total	\$479,500	154,000	70.5	80,000	142,500	42,800	\$898,800

*Budget information not available

Table 6

Educational Media Materials in Collections

Institution	Audio tapes, cassettes	Audio tapes, reel-to-reel	Disc recordings	Dioramas	Filmstrips	8mm films	16mm films	Maps	Microcards	Microfiche	Models (Realia)	Overhead Transparencies	Slides	Study prints	Video tapes, cassette	Video tapes, reel-to-reel	Other (Specify)
G	X	X	X		X		X		X	X			X				
LSU	X	X	X		X	X	X		X	X		X	X		X	X	
LSU-S	X		X		X	X	X				X	X		X	X		X(Books)
LT	X	X	X		X		X	X	X	X	X	X	X	X	X	X	X(Books)
MN	X	X	X		X	X	X					X	X	X	X	X	X(Books)
NC	X	X													X	X	
NE	X	X	X		X	X	X	X			X	X	X	X	X	X	X(Books)
NW	X	X	X				X			X			X		X	X	X(Microfilm)
SE	X	X	X		X	X	X	X			X	X	X	X	X	X	X(Books)
SO	X	X	X		X		X					X	X		X	X	X(Books)
SO-N	X	X	X		X	X	X					X	X		X		

Table 6 -- Continued

Institution	UNO	USL	Total
Audio tapes, cassettes			11
Audio tapes, reel-to-reel			10
Disc recordings			10
Dioramas			
Filmstrips			9
8mm films			6
16mm films	X	X	12
Maps			3
Microcards			3
Microfiche			4
Models (Realia)			4
Overhead Transparencies		X	9
Slides		X	10
Study prints			5
Video tapes, cassette	X	X	12
Video tapes, reel-to-reel	X	X	10
Other (Specify)			7

Table 7
Educational Media Center Holdings

Institution	Reels of Microfilm	Micro-fiche	Film Titles: 16mm	Film Titles: 8mm	Film Titles: 8mm Loop	Film-strips	Audio Tape Recordings Cassette
G	7,036	107,631	30		35	119	301
LSU		10	600	12	36	150	50
LSU-S			34		23	150	20
LT		5	100	5	20	100	30
MN			25	15	31	700	250
NC							
NE			200	125	175	2,000	2,500
NW	19,000	375,000	3,000		155	100	900
SE			100	12	25	350	200
SO			50	5	5	100	50
SO-N							438
UNO			525				
USL			2,600				
Total	26,036	482,646	7,264	174	348	3,769	4,739

Continued

Table 7 -- Continued

Institu- tion	Audio Tape Recordings, Reel-to-reel	Video Tape Recordings, Cassette	Video Tape Recordings, Reel-to-reel	Slides	Disc Recordings	Total Media Items
G	72	15	35	800	613	116,687
LSU	200	150	25	1,300		2,533
LSU-S					20	247
LT	5	5	5	400	25	700
MN	30	60	24	1,600	130	2,865
NC			25			25
NE	300	60	122	3,000	112	3,594
NW	50	95		10,000	525	403,825
SE	50	50	10	600	250	1,647
SO		50	100	1,000	100	1,460
SO-N		146		3,226	37	3,847
UNO		150	50			725
USL		10	20	1,000		3,630
Total	707	791	416	22,926	1,812	

2. Does your university provide inservice education activities relating to the utilization of educational media to the faculty and staff?
7 Yes -- G, LSU, MN, NE, SO, SO-N, USL
6 No -- LSU-S, LT, NC, NW, SE, UNO
3. Does your university provide inservice education activities relating to the utilization of educational media to students?
9 Yes -- G, LSU, MN, NE, NW, SE, SO, SO-N, USL
4 No -- LSU-S, LT, NC, UNO
4. Does your educational media center disseminate information concerning educational media to the faculty and staff?
3 Monthly -- LT, SO-N, USL
6 Once each quarter/semester -- G, LSU, MN, NE, SE, UNO
3 Annually -- NC, NW, SO
5. Does your educational media center provide for cleaning and repairing audiovisual equipment?
3 Never -- G, LT, NW
5 Once each quarter/semester -- LSU, MN, SO, UNO, USL
5 Annually -- LSU-S, NC, NE, SE, SO-N

Physical Facilities

Check the figure that most closely represents the square feet for each area you have now. (A room 20 feet by 25 feet would be 500 square feet.) Indicate if you find the space is adequate for present purposes. (See Table 8)

Area	-----Square Feet-----					Adequate Yes No	
	500 or less	501- 1000	1001- 1500	1501- 2000	2001 or more		
Storage	9	2	1			7	5
Receiving	10	2				7	5
Mailing	8	1	1			5	5
Material Preparation:							
Duplication	7	4				8	3
Graphic Arts	6	3				7	2
Photo Lab	7	2				6	4
Audio Studio	6	3				7	2
Video Studio:							
Production	2	1	2	2	1	6	2
Transmission	6	1				6	1
Preview Room(s)	8	1				5	4
Director	12					11	1
Professional Audiovisual	8		1			6	3
Supporting Staff	7	1				5	3
Student Assistants	7	3				7	3
Repair & Maintenance	10					5	5

Table 8
Educational Media Center Physical Facilities

Institu- tion	Storage	Adq.	Receiving	Adq.	Mailing	Adq.
G	500 or less	Y	500 or less	Y	500 or less	Y
LSU	1001-1500	Y	500 or less	Y	500 or less	Y
LSU-S	500 or less	N	500 or less	N	500 or less	N
LT	500 or less	N	500 or less	N	500 or less	N
MN	501-1000	Y	501-1000	Y	501-1000	Y
NC*						
NE	500 or less	Y	500 or less	Y		
NW	500 or less	N	500 or less	N	500 or less	N
SE	500 or less	N	500 or less	N	500 or less	N
SO	500 or less	Y	500 or less	Y	500 or less	Y
SO-N	501-1000	Y	501-1000	Y	500 or less	Y
UNO	500 or less	Y	500 or less	Y		
USL	500 or less	N	500 or less	N	1001-1500	N

*Indicated that institution did not provide facilities for educational media center

Note: N - No; Y - Yes

Continued

Table 8 -- Continued

Institution	-----Material Preparation-----							
	Dupli- cation	Adq.	Graphic Arts	Adq.	Photo Lab	Adq.	Audio Studio	Adq.
G	501- 1000	Y	501- 1000	Y	501- 1000	Y	501- 1000	Y
LSU			500 or less	N	500 or less	N	500 or less	Y
LSU-S	500 or less	N						
LT	501- 1000	Y	501- 1000	Y				
MN	500 or less	Y	500 or less	Y	501- 1000	Y	501- 1000	Y
NC								
NE	500 or less	Y	500 or less	Y	500 or less	Y	500 or less	Y
NW	500 or less	N			500 or less	N		
SE	501- 1000	N	500 or less	N	500 or less	N	501- 1000	N
SO	500 or less	Y	501- 1000	Y	1001- 1500	Y	500 or less	Y
SO-N	500 or less	Y	500 or less	Y	500 or less	N	500 or less	N
UNO	500 or less	Y			500 or less	Y	500 or less	Y
USL	500 or less	Y	500 or less	Y	500 or less	Y	500 or less	Y

Note: N = No; Y = Yes

Continued

Table 8 -- Continued

Institu- tion	-----Video Studio-----				Preview Room	Adq.	Director	Adq.
	Produc- tion	Adq.	Trans- mission	Adq.				
G	1001- 1500	Y	500 or less	Y			500 or less	Y
LSU	1001- 1500	Y	501- 1000	Y	500 or less	N	500 or less	Y
LSU-S					500 or less	N	500 or less	N
LT							500 or less	Y
MN	2001 or more	Y	500 or less	Y	500 or less	N	500 or less	Y
NC								
NE	1500- 2000	Y	500 or less	Y	500 or less	Y	500 or less	Y
NW							500 or less	Y
SE	501- 1000	N			501- 1000	N	500 or less	Y
SO	1501- 2000	Y	500 or less	Y	500 or less	Y	500 or less	Y
SO-N	500 or less	N	500 or less	N	500 or less	Y	500 or less	Y
UNO	500 or less	Y	500 or less	Y	500 or less	Y	500 or less	Y
USL					500 or less	Y	500 or less	Y

Note: N = No; Y = Yes

Continued

Table 8 -- Continued

Institution	Professional AV Staff	Adq.	Support Staff	Adq.	Student Assts.	Adq.	Repair & Maint.	Adq.
G							500 or less	Y
LSU	500 or less	Y	500 or less	Y	500 or less	Y	500 or less	N
LSU-S	500 or less	N	500 or less	N	500 or less	N	500 or less	N
LT					500 or less	Y		
MN	1001- 1500	Y	500 or less	Y	500 or less	N	500 or less	Y
NC								
NE	500 or less	Y			500 or less	Y	500 or less	Y
NW					501- 1000	N		
SE	500 or less	N	500 or less	N			500 or less	N
SO	500 or less	Y	501- 1000	Y	501- 1000	Y	500 or less	Y
SO-N	500 or less	Y	500 or less	Y	500 or less	Y	500 or less	N
UNO	500 or less	Y	500 or less	Y	500 or less	Y	500 or less	Y
USL	500 or less	N	500 or less	N	501- 1000	Y	500 or less	N

Note: N = No; Y = Yes

Are work areas arranged so that processing of materials proceeds in uninterrupted flow of work?

- 7 Yes -- G, LSU, MN, NE, SO, SO-N, UNO
5 No -- LT, NC, NW, SE, USL

Are the work and staff areas constructed and arranged to provide for future building expansion?

- 5 Yes -- G, LSU, LT, NE, SO-N
7 No -- MN, NC, NW, SE, SO, UNO, USL

In developing specifications for the Educational Media Center, during what stage was the media director consulted in the matter of space and arrangement of work and staff areas?

- 5 Preliminary draft -- G, LSU, LSU-S, LT, UNO
3 Working stage -- NE, SE, USL
1 Final plans -- SO
3 Never involved -- MN, NW, SO-N

Please indicate the appropriate number: (see Table 9)

Total seating capacity in educational media center
 Of this total:

- Number of seats in leisure area
 Number you can seat at tables
 Number of dry carrels
 Number of wet carrels

Is your seating capacity adequate for present purposes?

- 6 Yes -- G, LSU, LSU-S, MN, NE, SE
6 No -- LT, NC, SE, SO-N, UNO, USL

Does your center provide:

typing facilities for students

- 5 Yes -- G, MN, NW, SO, USL
8 No -- LSU, LSU-S, LT, NC, NE, SE, SO-N, UNO

if yes: 1 rental -- NW

4 free -- G, MN, SO, USL

a room for using microfilm

- 3 Yes -- G, LSU, NW
10 No -- LSU-S, LT, MN, NC, NE, SE, SO, SO-N, UNO, USL

conference rooms for small groups

- 9 Yes -- G, LSU, MN, NE, NW, SE, SO, SO-N, USL
4 No -- LSU-S, LT, NC, UNO

areas in which faculty can produce their own audiovisual materials

- 8 Yes -- G, LT, MN, NE, SE, SO, SO-N, USL
5 No -- LSU, LSU-S, NC, NW, UNO

areas in which students can produce their own audiovisual materials

- 7 Yes -- G, MN, NE, SE, SO, SO-N, USL
6 No -- LSU, LSU-S, LT, NC, NW, UNO

preview facilities for faculty

- 11 Yes -- G, LSU, LT, MN, NE, NW, SE, SO, SO-N, UNO, USL
2 No -- LSU-S, NC

Table 9
Educational Media Center Seating Capacities

Institution	G	LSU	LSU-S	LT	MN	NC*	NE	NW	SE	SO	SO-N	UNO*	USL*
Total number of seats in leisure area	80	12		15					25	20			
Number you can seat at tables	40	30	25	10	54		30		175	30			
Number of dry carrels	60	0	0	0	6		10		25	5			
Number of wet carrels	60	0	0	0	6		12	20	25	4	16		
Is seating capacity adequate?	Y	Y	Y	N	Y	N	Y		Y	N	N	N	N
Total Media Center Seating Capacity	240	42	25	25	66		52	20	250	59	16		

*Indicated that no seating capacities existed in media center.

Note: N = No; Y = Yes

a recording studio for production of audio tapes

9 Yes -- G, LSU, MN, NE, NW, SE, SO, UNO, USL

4 No -- LSU-S, LT, NC, SO-N

a studio for television production

7 Yes -- LSU, MN, NC, NE, SE, SO, UNO

6 No -- G, LSU-S, LT, NW, SO-N, USL

for students to check out audiovisual equipment for home use

6 Yes -- LSU, MN, NE, SE, SO-N, UNO

7 No -- G, LSU-S, LT, NC, NW, SO, USL

programmed texts

4 Yes -- LT, MN, NE, SE

9 No -- G, LSU, LSU-S, NC, NW, SO, SO-N, UNO, USL

calculators

1 Yes -- SE

12 No -- G, LSU, LSU-S, LT, MN, NC, NE, NW, SO, SO-N, UNO, USL

Are your service facilities constructed and arranged to provide for future building expansion?

5 Yes -- G, LSU, LSU-S, LT, NE

8 No -- MN, NC, NW, SE, SO, SO-N, UNO, USL

Automation

1. Is your Educational Media Center at present automating any of the following:

Audiovisual materials selection

2 Yes -- NE, SO-N

11 No -- G, LSU, LSU-S, LT, MN, NC, NW, SE, SO, UNO, USL

Cataloging of non-print materials

2 Yes -- NE, SO-N

11 No -- G, LSU, LSU-S, LT, MN, NC, NW, SE, SO, UNO, USL

Ordering materials

2 Yes -- LSU-S, SO-N

11 No -- G, LSU, LT, MN, NC, NE, NW, SE, SO, UNO, USL

Processing

5 Yes -- G, LSU-S, NE, SE, SO-N

8 No -- LSU, LT, MN, NC, NW, SO, UNO, USL

Circulation of materials and equipment

1 Yes -- SO-N

12 No -- G, LSU, LSU-S, LT, MN, NC, NE, NW, SE, SO, UNO, USL

Films

2 Yes -- SO-N, USL

11 No -- G, LSU, LSU-S, LT, MN, NC, NE, NW, SE, SO, UNO

Fines

0 Yes

13 No -- G, LSU, LSU-S, LT, MN, NC, NE, NW, SE, SO, SO-N, UNO, USL

Lost audiovisual materials payments

0 Yes

13 No -- G, LSU, LSU-S, LT, MN, NC, NE, NW, SE, SO, SO-N, UNO, USL

Inventory

6 Yes -- LSU, NE, SE, SO, SO-N, USL
7 No -- G, LSU-S, LT, MN, NC, NW, UNO

Budget analysis

3 Yes -- SO, SO-N, USL
10 No -- G, LSU, LSU-S, LT, MN, NC, NE, NW, SE, UNO

Cost analysis

3 Yes -- SO, SO-N, USL
10 No -- G, LSU, LSU-S, LT, MN, NC, NE, NW, SE, UNO

Budget accounting

3 Yes -- SO, SO-N, USL
10 No -- G, LSU, LSU-S, LT, MN, NC, NE, NW, SE, UNO

2. Has your university hired a systems consultant?

2 Yes -- LSU, USL
11 No -- G, LSU-S, LT, MN, NC, NE, NW, SE, SO, SO-N, UNO

3. Does your university have a computer?

12 Yes -- G, LSU, LSU-S, LT, NC, NE, NW, SE, SO, SO-N, UNO, USL
1 No -- MN

If "Yes", is the Educational Media Center allowed suitable time on the computer?

6 Yes -- LT, NC, NE, SO-N, UNO, USL
6 No -- G, LSU, LSU-S, NW, SE, SO

4. Does your Educational Media Center participate in the MARC (Library of Congress Machine Readable Cataloging) program?

3 Yes -- LT, NW, SE
10 No -- G, LSU, LSU-S, MN, NC, NE, SO, SO-N, UNO, USL

Audiovisual Equipment

Please indicate the number of items owned or distributed by your Educational Media Center: (see Table 10)

<u> </u> 16mm Projectors	<u> </u> Tape Recorders, reel-to-reel, audio
<u> </u> 8mm Projectors, open reel	<u> </u> Tape Recorders, cassette, audio
<u> </u> 8mm Projectors, cartridge	<u> </u> Tape Players, cassette, audio
<u> </u> 8mm Loop Film Projectors	<u> </u> Opaque Projectors
<u> </u> Filmstrip (or combination film-strip-slide) Projectors	<u> </u> Overhead Projectors
<u> </u> Sound Filmstrip Projectors	<u> </u> Micro-projectors
<u> </u> Radios	<u> </u> Filmstrip Viewers
<u> </u> Television Sets	<u> </u> Slide Viewers
<u> </u> Record Players	<u> </u> Projection Carts
<u> </u> Video-tape Recorders	<u> </u> Tachistascopes
<u> </u> Teaching Machines	<u> </u> Calculators
<u> </u> Portable Public Address Systems	<u> </u> Drawing Boards
<u> </u> Controlled Reading Machines	<u> </u> Easels
<u> </u> Information Access Systems	<u> </u> Portable Chalkboards
	<u> </u> Electronic Chalkboards

<input type="checkbox"/> Dry Mount Press	<input type="checkbox"/> Loop-Antenna Systems
<input type="checkbox"/> Tacking Iron	<input type="checkbox"/> Typewriters
<input type="checkbox"/> Dissolve Control Unit	<input type="checkbox"/> Photo Headlining Device
<input type="checkbox"/> Transparency Production Equipment (Diaz)	<input type="checkbox"/> Poster or Proof Press
<input type="checkbox"/> Thermo Copy Reproducer	<input type="checkbox"/> Photo Stabilization Processor
<input type="checkbox"/> Equipped Darkroom	<input type="checkbox"/> Photo Modifier
<input type="checkbox"/> Spirit Duplicator	<input type="checkbox"/> Mechanic or Lettering Devices
<input type="checkbox"/> Primary Typewriter	<input type="checkbox"/> Embossograph
<input type="checkbox"/> Film Rewind	<input type="checkbox"/> Animation Stand
<input type="checkbox"/> Film Splicer	<input type="checkbox"/> Electronic Mimeo Stencil and Transparency Scanner
<input type="checkbox"/> Film Editor	<input type="checkbox"/> Slide Duplicator
<input type="checkbox"/> Offset Master Maker	<input type="checkbox"/> Tape Duplicator
<input type="checkbox"/> Tape Splicer	<input type="checkbox"/> Cassette Duplicator
<input type="checkbox"/> Offset Press	<input type="checkbox"/> Silk Screen Equipment
<input type="checkbox"/> Xerox Machine	<input type="checkbox"/> Process Camera
<input type="checkbox"/> Microfilm Reader	<input type="checkbox"/> Polaroid Camera
<input type="checkbox"/> Microfiche Reader	<input type="checkbox"/> Copy Camera and Stand
<input type="checkbox"/> Cold Type Composer Justifier	<input type="checkbox"/> Bulk Tape Eraser
<input type="checkbox"/> Mimeograph	<input type="checkbox"/> Video Player, cassette
<input type="checkbox"/> Laminator	<input type="checkbox"/> Video Disc Recorders
<input type="checkbox"/> 35 mm Still Camera	Items owned but not listed:
<input type="checkbox"/> 8mm Camera	
<input type="checkbox"/> 16mm Camera	

Does the person responsible for the audiovisual materials program have the responsibility for the preparation of audiovisual materials?

9 Yes -- G, LT, MN, NE, NW, SE, SO, SO-N, USL

4 No -- LSU, LSU-S, NC, UNO

Please check the non-print materials your center provides for production purposes: (see Table 11)

☐ Audio Tapes, Cassette

☐ Audio Tapes, Reel

☐ Dry Mount Tissue

☐ Laminating Film

☐ Matting Board

☐ Photographic Film

☐ Transparency Acetate

☐ Video Tapes, Cassette

☐ Video Tapes, Reel

Other: _____

The above materials are provided free of charge.

5 Yes -- LSU, MN, NE, SE, SO-N

6 No -- G, LT, NW, SO, UNO, USL

Lecture Halls

1. Are there media-equipped lecture halls in your university facilities?

7 Yes -- LSU, LT, NE, SE, SO, SO-N, UNO

6 No -- G, LSU-S, MN, NC, NW, USL

Table 10
Number of Audiovisual Equipment Items Owned or Distributed

Equipment Item	G	LSU	LSU-S	LT	MN	NC	NE	NW	SE	SO	SO-N	UNO	USL	Total
16mm Projectors	12	51	5	15	10	7	6	5	20	10	8	10	45	204
8mm Projectors, Open Reel	2	7		1	2	8	2	2	2	2	6	3	13	50
8mm Projectors, Cartridge		3	2	2	2		4	10				1		24
8mm Loop Film Projectors		5	2	2	2		4	8	6	1	3	1	1	35
Filmstrip (or combination filmstrip-slide projector)	21	30	3	7	20	4	12	5	25	3	4	1	20	155
Sound Filmstrip Projectors	7	9	3	2	4	1	6	3	6	2	10		4	57
Radios		3			1	1					3		1	9
Television Sets	18	43	2	2	25		14	5	12	20	2	6	1	150
Record Players	18	21	2	5	4		12	5	25	5	18	10	15	140
Video-Tape Recorders	6	26	2	3	5		6	2	4	5	6	2	3	67
Teaching Machines				5						1				6
Portable Public Address Systems	1	9	1		1		2	2	2	3	3	3	6	33
Controlled Reading Machines				5			9		6		10	10		40
Information Access Systems									1	1				2

Table 10 -- Continued

Equipment Item	G	LSU	LSU-S	LT	MN	NC	NE	NW	SE	SO	SO-N	UNO	USL	Total
Dry Mount Press	3	4		2	5		4	1	3	2	2	1	1	28
Tacking Iron	6	10		1	5		11	1	6	10	8		2	60
Dissolve Control Unit		3		1	4		1	3	1	2		1	2	18
Transparency Production Equipment (Diaz)	1	1		2	2		1			1	5	1		14
Thermo Copy Reproducer	3	10	2	3	4	1	2	1	2	5		2	1	36
Equipped Darkroom		1			1	1	1	1		3	2	2	1	13
Spirit Duplicator	1	1	2	5	1		2		1	3		1		17
Primary Typewriter		1	2	1	2		1	1	1	1	1		1	12
Film Rewind		2		3	2		1	1	1	2		2	2	16
Film Splicer	2	3	1	3	2		1	1	2	3	1	1	4	24
Film Editor		10		1	2		1	1		1				16
Offset Master Maker						1				2				3
Tape Splicer	1	2		1	4		2		2	2	6	1	1	22
Offset Press						3								3
Xerox Machine		2	2	1		1		4	1					11

Table 10 -- Continued

Equipment Item	G	LSU	LSU-S	LT	MN	NC	NE	NW	SE	SO	SO-N	UNO	USL	Total
Microfilm Reader		1		1				15	1			2		20
Microfiche Reader		1		1				8	1			1		12
Cold Type Composer Justifier														0
Mimeograph	1	1	1	1	1		1			2		1		9
Laminator	2	2		1	2		1	1	1	1	3	1	1	16
35mm Still Camera	3	4		1	4		6	1	2	12	3		1	37
8mm Camera		15		1	2		2	1	2	2	3		2	30
16mm Camera		2			1		2	1		1	1	1	1	10
Tape Recorders, Reel-to-Reel Audio	18	27	1	7	6	5	9	5	6	5	5	12	20	126
Tape Recorders, Cassette, Audio	16	68	4	7	25	1	16	4	40	3	15	10	25	234
Tape Players, Cassette, Audio	13		4	7		1	16	5	6	3	8	22		85
Opaque Projectors	5	14	1	2	2	2	4	1	3	2	3	6	6	51
Overhead Projectors	20	70	4	10	12	8	16	1	25	10	10	12	30	228
Micro-projectors							1		1					2
Filmstrip Viewers	20	5		1	2		11		10	5		4	2	60

Table 10 -- Continued

Equipment Item	G	LSU	LSU-S	LT	MN	NC	NE	NW	SE	SO	SO-N	UNO	USL	Total
Slide Viewers	20	5		1	2		11		10	5		4	2	60
Projection Carts		70		30	30	7	9	6	15	5		10	4	186
Tachistascopes		1		2			1		4			1		9
Calculators	1	6			1		2		12	1		3		25
Drawing Boards		2			4	1	1			2	1		1	12
Easels		2			2		2		2	10	1		2	21
Portable Chalkboards		2		2	2		2			2				10
Electronic Chalkboards														0
Loop-Antenna Systems	1									1				2
Typewriters	2	5		2	8		4	10	6	6	1	3	7	54
Photo Headlining Device					1		1	1		1				4
Poster or Proof Press														0
Photo Stabilization Processor					1		1	1		1				4
Photo Modifier														0
Mechanic or Lettering Devices	10	2			1		1		12	3	3	1	1	34

Table 10 -- Continued

Equipment Item	G	LSU	LSU-S	LT	MN	NC	NE	NW	SE	SO	SO-N	UNO	USL	Total
Embossograph		1					1	1		1				4
Animation Stand		1					2							3
Electronic Mimeo Stencil and Transparency Scanner				1	1		1			1				5
Slide Duplicator		1			2		1	1	1	2	1			9
Tape Duplicator		1					1	1	3	2	1	1	1	11
Cassette Duplicator	1	2			1		1	1	3		1	1	1	12
Silk Screen Equipment					2		1			1				4
Process Camera					1		1			1				3
Polaroid Camera		4			1		1			1				3
Copy Camera and Stand	1	2		1	1		2	1	2	2	3		2	17
Bulk Tape Eraser		1			2		2	1	2	2				10
Video Players, Cassette		20	2	3	4		2	1	3	2	2	1		40
Video Disc Recorders														0
Other:														
Blueline Copier		1												1
Slide Projectors		61												61

Table 10 -- Continued

Equipment Item	G	LSU	LSU-S	LT	MN	NC	NE	NW	SE	SO	SO-N	UNO	USL	Total
Other (Continued):														
Video Cameras, Color		7												7
Video Cameras, Black & White		9												9
Video Switcher		2												2
Video Time Base Corrector		1												1
TOTALS	226	673	48	155	234	62	234	133	296	185	160	165	235	2806

Table 11
Non-print Materials Provided for Production

Material	G	LSU	LSU-S	LT	MN	NC	NE	NW	SE	SO	SO-N	UNO	USL
Audio Tapes, Cassette	X	X		X	X		X	X	X	X	X	X	X
Audio Tapes, Reel		X		X	X		X	X	X	X	X	X	X
Dry Mount Tissue	X	X		X	X		X	X	X		X	X	X
Laminating Film	X	X		X	X		X	X	X	X	X	X	X
Matting Board	X	X		X	X				X			X	
Photographic Film	X	X			X		X	X	X		X	X	
Transparency Acetate	X	X		X	X		X	X	X	X	X	X	X
Video Tapes, Cassette	X	X		X	X		X	X	X	X	X	X	
Video Tapes, Reel		X		X	X		X	X	X	X	X	X	
TOTAL	7	9	0	8	9	0	8	8	9	6	8	9	5

2. Please indicate the number of media equipped lecture halls with the following seating capacities:

Seating Capacity

Number of Halls:

50 or more

51-100

101-150

151 or more

SO-N (1), UNO (1)

SE (6), UNO (1)

LSU (4), LT (1), NE (1), SO (4),
UNO (1)

3. The projection facilities are (check those applicable):

3 Rear Screen Projection -- LSU, SE, UNO

6 Front Screen Projection from portable cart -- LT, NE, SE, SO,
SO-N, UNO

2 Front Screen Projection from projection booth -- LSU, UNO

4. The lectern allows the instructor remote control functions for:

4 16mm -- LSU, NE, SE, UNO

5 Slides -- LSU, LT, NE, SE, UNO

2 Random Access Slides -- LSU, UNO

2 Television -- SE, UNO

5 Public Address System -- LSU, NE, SE, SO, UNO

4 Lights -- LSU, NE, SE, UNO

5. The lecture hall has a student station response system.

1 Yes -- NE

7 No -- LSU, LT, SE, SO, SO-N, UNO

6. The production and maintenance of media for the lecture hall is the responsibility of: (List by Title)

3 Director, Media Center -- LSU, LT, SO

1 Graduate Assistants in Media -- NE

3 Various University Departments -- SE, SO-N, UNO

Dial Access Information Retrieval Systems

This section is for audio tapes and video tapes only.

1. Do you have a system?

2 Yes -- SE, SO

11 No -- G, LSU, LSU-S, LT, MN, NC, NE, NW, SO-N, UNO, USL

If "Yes," is it (check those you have)

1 audio -- SE

1 video -- SO

 both

If you have audio, do you have

mono track decks

1 Yes -- SE

 No

dual track decks

 Yes

 No

four track decks

 Yes

 No

eight track decks

 Yes

 No

16 track decks

 Yes

 No

If you have video, do you have
black and white

 1 Yes -- S0

 No

color

 Yes

 1 No -- S0

Is the system (check one)

 2 Dial access -- SE, S0

 Touchtone

2. Indicate the number of student stations for

 24 audio -- SE

 7 video -- S0

 combination

3. How many student stations are audio active allowing for student re-cording and playback?

 5 -- S0

4. How many stations allow for student control, ie. stop, rewind, etc.?

 26 -- SE (24), S0 (2)

5. The system is used for (check the ones applicable)

 1 Programmed basic or independent instruction -- SE

 2 Supplemental to classroom instruction -- SE, S0

 Recreational use and leisure time

 Other (please indicate): _____

6. Is the supervision of equipment and production of materials under the direction of one or more than one? (Check the ones applicable)

 2 Director of Audiovisual Services -- SE, S0

 Director of Curriculum

 Director of Instructional Materials

 Director of Learning Resources

 Director of Library Services

 Other (Specify): _____

7. Are materials for the system purchased?

 Yes

 2 No -- SE, S0

8. Are materials for the system produced by staff?

2 Yes -- SE, SO

No

If "Yes", about what percent is produced by staff?

 25% or less 33% 50% 66% 75%2 100% -- SE, SOTelevision

1. Do you have a campus-wide closed circuit television system operated from a central studio?

2 Yes -- SO, UNO11 No -- G, LSU, LSU-S, LT, MN, NC, NE, NW, SE, SO-N, USL

2. Check the types of areas you have:

2 Master distribution control for broadcasting prepared programs -- SO, UNO7 Studio for live broadcasting and for production of video tapes -- G, LSU, MN, NC, NE, SO, SO-N2 Remote telecasting studios located throughout the building -- MN NC1 Remote telecasting studios located throughout the campus -- UNO

3. Is your system

5 Black and white -- MN, NC, SO, SO-N, UNO3 Color -- G, LSU, NE

4. Do you have monitors in all your classrooms?

1 Yes -- NE6 No -- G, LSU, MN, NC, SO, UNO

If "No", what percent of classrooms have monitors?

5 25% -- G, NC, SO, SO-N, UNO1 33% -- LSU 50% 66%1 75% or more -- MN

5. The supervision of equipment is under (check those responsible):

 Director of Communication Services Director of Curriculum6 Director of Audiovisual Services -- G, LSU, NE, SO, SO-N, UNO Director of Instructional Materials Director of Learning Resources2 Director of Television Services -- MN, NC Other (Specify): _____

6. The supervision of production of television programs is under the direction of (check those applicable):
- ☐ Director of Communication Services
 - ☐ Director of Curriculum
 - ☒ 3 Director of Audiovisual Services -- G, LSU, NE
 - ☐ Director of Instructional Materials
 - ☐ Director of Learning Resources
 - ☒ 4 Director of Television Services -- MN, NC, SO, SO-N
 - ☒ 1 Other (Specify): Television Technician (UNO)
7. Do you show 16mm films, slides, etc., in classrooms through classroom monitors?
- ☒ 2 Yes -- NE, SO
 - ☒ 6 No -- G, LSU, MN, NC, SO-N, UNO
8. Do you have a two-way communication between studio and classroom:
- ☒ 2 Yes -- NE, SO
 - ☒ 6 No -- G, LSU, MN, NC, SO-N, UNO
9. Indicate source of programs (approximate percent)
- Lease and rented:
- ☒ 4 25% -- MN, NC, SO, UNO
 - ☐ 33%
 - ☐ 50%
 - ☐ 66%
 - ☒ 1 75% -- NE
 - ☒ 1 100% -- SO-N
- Locally produced:
- ☒ 1 25% -- NE
 - ☐ 33%
 - ☐ 50%
 - ☐ 66%
 - ☒ 4 75% -- MN, NC, SO, UNO
 - ☒ 2 100% -- G, LSU
10. Do you belong to a group of colleges for sharing television programs?
- ☒ 3 Yes -- G, NC, NE
 - ☒ 6 No -- LSU, LSU-S, MN, SO, SO-N, UNO

VITA

Susan Claire Hall Bannon was born July 13, 1949, at Clermont, Florida. She graduated with honor from Houston County High School, Columbia, Alabama, in 1967.

Susan attended George C. Wallace State Community College, Dothan, Alabama, and received an Associate in Science degree in 1969. She received a B.S. in Education from Auburn University in 1971, and the Master of Education in educational media in 1973.

Ms. Bannon served as a teacher and as an educational media specialist in the Houston County, Alabama, public schools. She returned to George C. Wallace State Community College as a media specialist and established an educational media services program on that campus. She has worked as a graduate assistant in educational media at Auburn University, as a library assistant at the Louisiana State University Library, and as a graduate assistant at the Instructional Resources Center, Louisiana State University. Susan has served as Director, Learning Resources Center and Assistant Professor, College of Education, University of Central Arkansas, Conway, Arkansas.

Susan was a recipient of the Association for Educational Communications and Technology Convention Internship Award in 1978, and a Lake Okoboji Leadership Fellowship in 1979. She is married to James Sanford Bannon formerly of Montgomery, Alabama.

EXAMINATION AND THESIS REPORT

Candidate: Susan Hall Bannan

Major Field: Education

Title of Thesis: A Status Study Of Educational Media Services In The Public Four-Year
Institutions Of Higher Education In Louisiana

Approved:

Charlie W. Roberts, Jr.
Major Professor and Chairman

James G. Traynham
Dean of the Graduate School

EXAMINING COMMITTEE:

Helen M. Cookston

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Date of Examination:

June 21, 1979